

Appalachian State University



1974-1975



General
Catalog

Academic Calendar for 1974-75

Fall Quarter 1974

SEPTEMBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
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29	30					

OCTOBER						
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NOVEMBER						
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24	25	26	27	28	29	30

Sept. 8
Sept. 10-11
Sept. 12
Sept. 14
Sept. 18
Oct. 14-18
Nov. 20
Nov. 21
Nov. 22-27
Nov. 27-
Dec. 1

Sunday, 1:00 p.m.—Official opening, dormitories open.
Tuesday and Wednesday—Registration.
Thursday—Classes begin.
Saturday—Registration and first meetings of Saturday classes.
Wednesday—Last day to register for a class.
Mid-term week.
Wednesday—Classes end.
Thursday—Reading day.
Friday-Wednesday noon—Final examination period.

Wednesday noon-Sunday—Thanksgiving holiday and quarter break.

Winter Quarter 1974-75

DECEMBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
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JANUARY						
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FEBRUARY						
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Dec. 2-3
Dec. 4
Dec. 7
Dec. 10
Dec. 21
Jan. 6
Jan. 20-24
Feb. 25
Feb. 26
Feb. 27-
March 4
March 4-9

Monday and Tuesday—Registration.
Wednesday—Classes begin.
Saturday—Registration and first meetings of Saturday classes.
Tuesday—Last day to register for a class.
Saturday, 1:00 p.m.—Christmas holiday begins.
Monday—Classes resume.
Mid-term week.
Tuesday—Classes end.
Wednesday—Reading day.

Thursday-Tuesday noon—Final examination period.
Tuesday noon-Sunday—Quarter break.

Spring Quarter 1975

MARCH						
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31						

APRIL						
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28	29	30				

MAY						
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26	27	28	29	30	31	

March 10-11
March 12
March 15
March 18
March 27-31
April 1
April 17-23
May 24
May 26-29
June 1

Monday and Tuesday—Registration.
Wednesday—Classes begin.
Saturday—Registration and first meeting of Saturday classes.
Tuesday—Last day to register for a class.
Thursday, 8:00 a.m.—Monday—Easter holiday.
Tuesday—Classes resume.
Mid-term week.
Saturday—Classes end.
Monday-Thursday—Final examination period.
Sunday—Commencement.

Summer Quarter 1975

June 9-August 16 Summer Sessions
(approximate dates)

APPALACHIAN
STATE UNIVERSITY
GENERAL CATALOG

Announcements for

1974-75

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June 1975



Appalachian
State University

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Profile of ASU

Northwestern North Carolina was earlier known as the "Lost Provinces" during the late 1800's. Weather permitting, formal education was conducted after the fall crops were in until it was time to plow. Education was, at best, minimal. In 1899, a two-story frame structure was built in Boone, a town of 200 persons. The people of the community contributed labor, materials and \$1,100 to start a school. It was known as Watauga Academy offering instruction in grades one through eleven and in teacher training. Three courses were offered: Common School, Academic and Two Years Collegiate.

Watauga Academy grew steadily. In the winter of 1902 more than 100 pupils were enrolled, and 90 percent of those were grown people.

Despite all the progress made, Watauga Academy had a precarious financial basis. The founders of the academy, D. D. and B. B. Dougherty, realized that without adequate financial support the academy would never be able to train enough teachers needed in the area. They turned to the state for help. B. B. Dougherty went to Raleigh carrying a bill proposing a state institution for Northwestern North Carolina. The bill was introduced and passed.

The Dougherty's won a major political and educational victory for the mountain region when, by a one-vote margin, the 1903 General Assembly created Appalachian Training School.

The Assembly changed the name of the institution to Appalachian State Normal School in 1925. In 1929 it became Appalachian State Teachers College. The enabling act which changed the name of the institution also authorized the conferring of college degrees.

Modest graduate programs began at the college in 1943, and in 1949 Appalachian's graduate school was sanctioned by the American Association of Colleges for Teacher Education.

It was not until 1957 that legislation was enacted to give permission to depart from its single-purpose role as a teacher-training institution. In 1965 the institution activated programs that led to a nonteaching degree. The next milestone of the institution came in 1967 when Appalachian was

designated a regional university. Its purpose was set forth by the 1969 General Assembly as follows:

“The regional universities shall provide undergraduate and graduate instruction in the liberal arts, fine arts, and sciences, and in the learned professions, including teaching, these being defined as those professions which rest upon advanced knowledge in the liberal arts and sciences, pure and applied. The regional universities shall provide other undergraduate and graduate programs of instruction as are deemed necessary to meet the needs of their constituencies and of the State. Regional universities insofar as possible shall extend their educational activities to all persons of the State who are unable to avail themselves of their advantages as resident students by means of extension courses, by lectures, and by such other means and methods as may seem to the boards of trustees and administrative officers as most effective.”

In 1971, the structure of higher education in North Carolina was consolidated into a 16-member University of North Carolina system, efforts for which Appalachian supported.

The University of North Carolina

The University of North Carolina was chartered in 1789 and opened its doors to students at its Chapel Hill campus in 1795. Throughout most of its history, it has been governed by a Board of Trustees chosen by the Legislature and presided over by the Governor. During the period 1917-1972, the Board consisted of one hundred elected members and a varying number of *ex officio* members.

By act of the General Assembly of 1931, without change of name, it was merged with The North Carolina College for Women at Greensboro and The North Carolina State College of Agriculture and Engineering at Raleigh to form a multicampus institution designated The University of North Carolina.

In 1963 the General Assembly changed the name of the campus at Chapel Hill to The University of North Carolina at Chapel Hill and that at Greensboro to The University of North Carolina at Greensboro and, in 1965, the name of the campus at Raleigh was changed to North Carolina State University at Raleigh.

Charlotte College was added as The University of North Carolina at Charlotte in 1965, and, in 1969, Asheville-Biltmore College and Wilmington College became The University of North Carolina at Asheville and The University of North Carolina at Wilmington respectively.

A revision of the North Carolina State Constitution adopted in November, 1970 included the following: "The General Assembly shall maintain a public system of higher education, comprising The University of North Carolina and such other institutions of higher education as the General Assembly may deem wise. The General Assembly shall provide for the selection of trustees of The University of North Carolina. . . ." In slightly different language, this provision had been in the Constitution since 1868.

On October 30, 1971, the General Assembly in special session merged, without changing their names, the remaining ten state-supported senior institutions into the University as follows: Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, North Carolina School of the Arts, Pembroke State University, Western Carolina University, and Winston-Salem State University. This merger, which resulted in a state-wide multicampus university of sixteen constituent institutions, became effective on July 1, 1972.

The constitutionally authorized Board of Trustees was designated the Board of Governors, and the number was reduced to thirty-two members elected by the General Assembly, with authority to choose their own chairman and other officers. The Board is "responsible for the general determination, control, supervision, management, and governance of all affairs of the constituent institutions." Each constituent institution, however, has its own board of trustees of thirteen members, eight of whom are appointed by the Board of Governors, four by the Governor, and one of whom, the elected president of the student body, serves *ex officio*. The principal powers of each institutional board are exercised under a delegation from the Board of Governors.

Each institution has its own faculty and student body, and each is headed by a chancellor as its chief administrative officer. Unified general policy and appropriate allocation of function are effected by the Board of Governors and by the President with the assistance of other administrative officers of the University. The General Administration office is located in Chapel Hill.

The chancellors of the constituent institutions are responsible to the President as the chief administrative and executive officer of The University of North Carolina.

Purpose

Within the framework of higher education established by the state of North Carolina, Appalachian State University is dedicated to the total

development of its constituency through instruction, research and service. In pursuit of this purpose, Appalachian pledges itself:

To nurture an intellectual climate in which truth is sought and respected.

To provide a liberal education for all its students.

To offer, within the scope of its programs, preprofessional and professional education to those students who desire it.

To maintain a faculty dedicated to teaching and scholarship.

To advance the frontiers of knowledge through research.

To be cognizant of new knowledge and prepared to meet the challenge of new ideas.

To expand cultural horizons and develop appreciation of ethical and aesthetic values.

To make its resources available to the people within its sphere of influence.

To serve as a force for social improvement.

To cooperate with all institutions and agencies which are dedicated to the betterment of mankind.

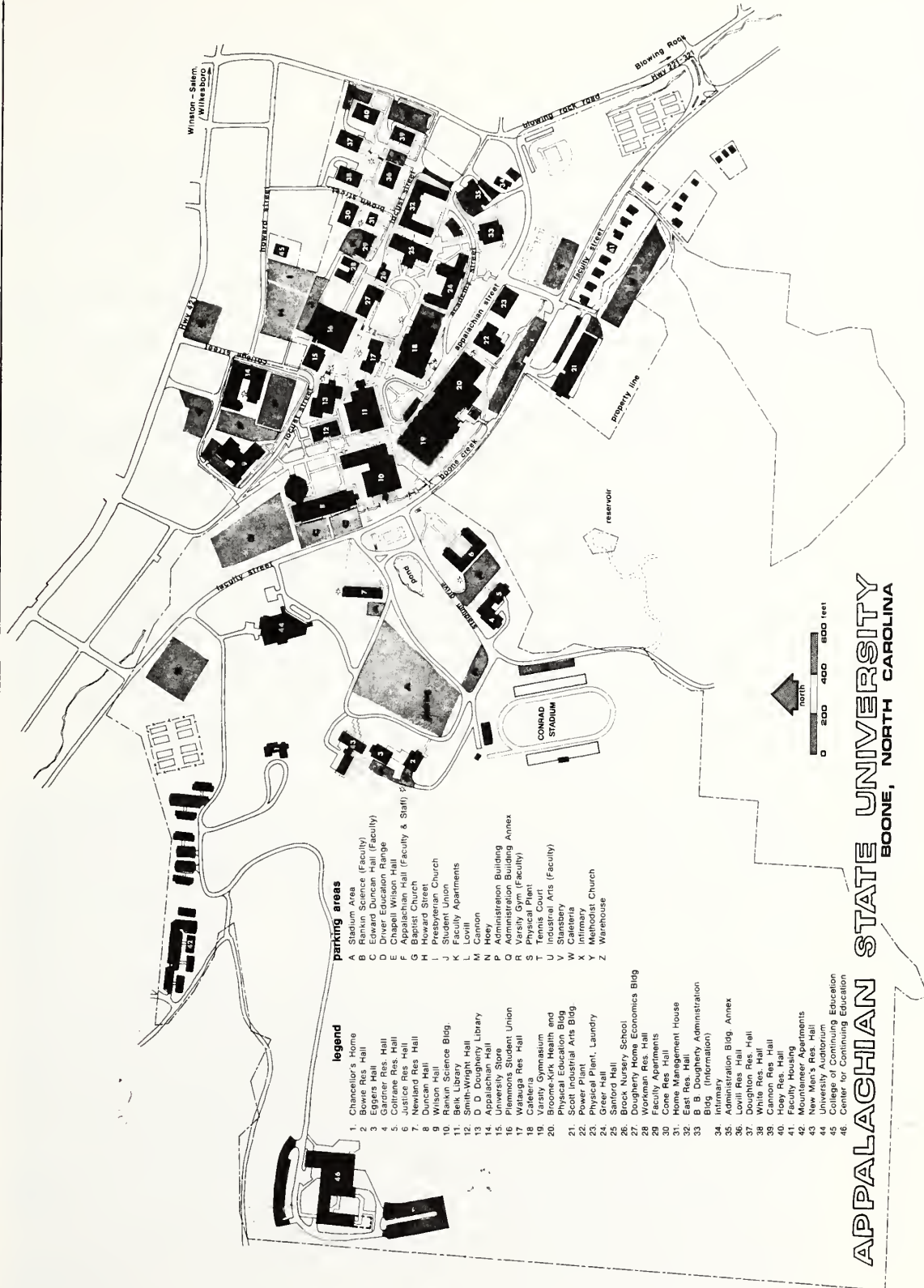
Accreditation

The University is an accredited member of the Southern Association of Colleges and Secondary Schools, the National Council for Accreditation of Teacher Education, the American Association of Colleges for Teacher Education, the American Council on Education, the Council of Graduate Schools in the United States, the North Carolina Association of Colleges and Universities, the National Association of Schools of Music, the American Association of University Women, the National Association of Business Teacher Education, and the American Association of State Colleges and Universities.

The Campus

Appalachian's facilities include some 43 buildings located in its 75-acre main campus, as well as the new Center for Continuing Education, the new University Auditorium, and Mountaineer Apartments, the new married student housing, on the 180-acre new west campus area (see campus map).

During the decade of the 60's, enrollment tripled at Appalachian, leading to the construction of some 30 new major buildings and a complete change in the campus.



The university is on schedule for its master plan for an enrollment of 10,000 students. Future expansions will be concentrated on some 330 acres of outlying lands owned by the university, of which the new west campus area is a part.

The university welcomes and encourages prospective students, educators, alumni, and other friends to visit and tour the campus. Tours are arranged through the Admissions Office.

The Area

The Watauga-Avery County area is rapidly becoming the most popular year-round living-vacation area in the East. Boone, at 3,333 feet, is located in the heart of the Blue Ridge Mountains. The town of 8,754 grew some 137.75 percent during the 60's and Watauga County, of which Boone is the county seat, grew 33.5 percent during the decade. The area can make claim to being one of the few unspoiled areas in the Eastern United States. The Blue Ridge Parkway is six miles from campus. The average summer-time temperature is 69 degrees and the day-time highs average in the low-to-middle 70's. Mount Mitchell, the highest point in the Eastern United States is some 40 miles away. Within half-hour's drive of the campus are six ski slopes, seven golf courses, and four major tourist attractions. The area is renowned for its beautiful native crafts and art forms and for fishing, hunting, camping, hiking, and nature trails.



Transitions and Innovations of the 70's

Appalachian strives to keep its programs up-to-date and innovative so that the ever-changing challenges of higher education can be met. Some of these programs are outlined in the following paragraphs.

The Admissions Partnership Program

An experiment in methods of reducing the needless duplication between the senior year of high school and the freshman year of college began in the summer of 1972 when a group of 21 high school juniors were admitted as special students. These students took courses in general education, communications, social science and physical education. The students who maintained at least a C average were invited to return to Appalachian in the fall as regular students with credit for the work done in the summer.

In the spring of 1973 the experiment was expanded into the Admissions Partnership Program, part of the General College, through a grant from the Carnegie Corporation of New York. It includes three new phases a control phase.

The three new additions are: (1) Two groups of approximately 30 students each (high school seniors) register for a typical freshman curriculum (42 quarter hours for the year) to be taught on their high school campuses by Appalachian faculty members. These students will be allowed to continue their studies as sophomores on the Appalachian campus the following fall on the basis of the regular academic retention standards. (2) A group of 60 regular Appalachian freshmen will be allowed to graduate in 3 years with a reduced number of quarter hours—the reduction being in general education and elective hours. These students will be carefully advised in view of future goals as well as past experiences. (3) A group of selected students are allowed to by-pass their senior year of high school and are admitted to ASU as regular freshmen.

Each phase of the program is being thoroughly evaluated with the academic progress and related personal development of each student measured periodically by standardized tests. The results for the groups in each phase will be compared with one another and with an appropriate control group.

The Watauga College

An experiment in the cluster-college approach began at Appalachian during fall term 1972 when some 60 men and 60 women entering freshmen agreed to live in a coed dorm arrangement in Watauga Dorm, located in the middle of the campus. The students are taking two-thirds of their academic studies together in interdisciplinary humanities and social science courses. They are taught by a team of select faculty members. Study in the "college" concentrates on individualized and group experiences. Students are encouraged to work on special projects and programs both off and on campus. Watauga College is an experiment to see if the students involved do better academically and learn more through this unique atmosphere. It is designed for the "individual attention and closeness" of the small liberal arts college campus. Preliminary indications are that students in Watauga College are learning and enjoying it.

An additional cluster-college for freshmen is planned for 1974-75 plus a sophomore year program for Watauga College.

Office of Outdoor Programs

The Office of Outdoor Programs within the General College administers several programs using the Outward Bound concept of wilderness education in student and faculty activities. The office exists primarily for university sponsored wilderness expeditions which serve the academic areas. Wilderness experiences for courses in sociology, English, education, biology and others provide field references and interpersonal involvement for students not possible within the confines of the classroom.

The office delivers six quarter hours credit to students who complete a full course at one of the six Outward Bound schools in the United States and coordinates staff development programs offered by these schools.

Foreign studies programs which offer college credit in the summer are now operational in the Outward Bound Schools of England, Scotland and Wales.

The Bachelor of Arts in General Studies

Some liberal arts graduates find their degrees qualify them for graduate school, not for a job. That problem led to a degree program at Appalachian that abolishes traditional major and minor requirements and allows the student to select a program of study that includes courses he needs for a specific career. The program is saying that the educational needs of some students who know exactly what they want to do following graduation are not best being served by existing major and minor programs. Courses of study for students in the program are approved by both the student and the faculty advisor and the Associate Dean of the Faculties.

Breakthrough

Based on the fact that some students who are capable of doing well in college do not meet traditional entrance requirements, the General College began a program four years ago which is now called Breakthrough. Some twenty students, chosen from recommendations by guidance counselors and from personal interviews, are accepted for the program each year. They come from minority and/or low income families and have poor backgrounds that have kept them from reaching their potentials. Students accepted in the program have had projected grade point averages as low as .8 (below a D average), yet students in the first three years of the program have had almost as good a record of performance as that of their average fellow classmates. In 1973, the Office of Education awarded a Special Services grant to ASU to enable us to complement the Breakthrough Program. During the 1973-74 year, forty-three students were given tutorial and counseling assistance. Half of the recipients are regularly admitted students who can benefit from the services offered.

During their first quarter on campus, students take a reduced load (twelve hours), including English, reading, speech, and psychology, which are geared for individualized instruction and individual progress. After the first quarter, Breakthrough students enroll in regular university courses. Although students are given no special consideration as far as grading is concerned after the first quarter, tutoring is provided for those students who request it throughout the freshman year. In addition, the Special Services Office will assist the student in any way possible throughout his/her attendance here including providing information and counseling for career planning.

While need is determined on the same basis as for other students, most students in Breakthrough receive full financial aid—usually a combination of grants, loans and work study.

Upward Bound, a federally funded program designed to assist low-income high school students who have potential for post-secondary education, is also administered through the General College and Special Services Office. Approximately fifty students spend six weeks on campus, live in a residence hall and attend specially designed classes and generally get the feeling of college life. During the academic year the students are given special counseling and tutorial help as they continue studies in their home high schools.

The Bachelor of Technology

Another experimental program in which graduates of technical institutes and community colleges who do not meet traditional entrance requirements are accepted as juniors at Appalachian. The student's work at the

two-year school counts as his major. The students take a general curriculum—English literature, history, speech, mathematics, education courses—and an internship designed to prepare them for specific jobs either as teachers in the two-year schools or for careers in business and industry. The program now is in its third year. All but one of the 20 accepted in the program in 1970 graduated and maintained an overall grade-point average of 3.16—a B+ and considerably better than the 2.65 GPA of university undergraduates as a whole. The program has expanded to include some 40 students in 1972 and the typically older and more mature B.T. students continue to maintain an overall B average. A post-graduation employment survey of the 19 students who were the first B.T. graduates in 1972 shows that 45 percent obtained jobs with a starting salary of \$10,000 or more. About two-thirds plan to go on to graduate school, according to the survey. (B.T. graduates can qualify for graduate school admission but not to admission to traditional B.A. and B.S. degree programs).

Internship Programs

Some 100 Appalachian students each quarter are studying off campus as interns in the classroom, and public agencies and in business and industry. The program recognizes that learning doesn't have to take place in the typical classroom-lecturer situation and that students need to make career plans early in their four years at Appalachian, not during that final quarter before graduation. Students work in internships usually during the junior year, while there's plenty of time for the student to change his course of study if he finds that he's studying in the wrong field. Appalachian's several internship programs are all coordinated with academic programs and all are based on the principle that students learn by doing. Internships have included three months' work in hospitals, the furniture industry, banks, and other businesses for College of Business students. Students in special education and physical education spend a quarter working and living 60 miles from campus at Western Carolina Center, a hospital for mentally and physically handicapped children. Biology interns work with the forestry service in a swamp in Georgia. In the summer, and principally through The Student Internship Program, interns work with government agencies both on the state and federal level. Students receive both academic credit and scholarship aid from their employers for the internship experience. In three years, some 187 College of Business interns have received a total of more than \$100,000 in scholarship aid.

Independent and Individual Study, Course Challenge

More and more students at Appalachian are assuming the responsibility for the direction of their own education. It involves much more than just

choosing from electives in the catalog. Through individual and independent study, students contract with a faculty member for specified amount of subject matter and proceed on their own to learn as much as they want to and as rapidly as they want to.

In individual study, the student can draw up a contract with a professor for any course offered at the university. He or she can attend class, do research, and get help and direction from the professor as the need arises. When the student satisfies the contract, he receives credit for the course. Independent study works the same way, except that it allows the student to design a course of study for something not offered in the catalog. Another option available to the student is the course challenge system. It is based on the principle that it's a waste of time for a student to take a required course in something that he's already proficient in. Appalachian invites students to challenge any course in the catalog. For example, if a student can pass a test on the content of History 102, he gets credit for the course without having to take it.

Doing a Better Job of Training Teachers

Several programs also are underway to maintain the university's reputation for excellence in teacher education. These programs are listed below:

The Training Complex

The Training Complex is a cooperative effort between the university, the State Department of Public Instruction, and the 58 schools of eight county and one city school systems. From its base in Mulberry Elementary School in Wilkes County (30 miles from campus) the Training Complex is a kind of laboratory for teaching methods where interns and student teachers from Appalachian and teachers and supervisors from throughout the region come to Training Complex schools to work with new methods until they have mastered them. The emphasis is on training and retraining teachers and administrators in real situations, using the schools in the region as educational laboratories rather than the traditional university classroom. This approach is in keeping with expected changes in teacher certification standards to what is known as competency-based certification—a move away from passing grades in a number of courses to certification based on the individual's ability to work effectively with students in the teaching-learning situation.

The Teacher Corps

Individualized instruction and competency-based teacher education are the goals of Appalachian's part in the federal Teacher Corps project. The

project here is a cooperative effort between the university and two school districts to implement an individualized instruction curriculum in two elementary schools and train teachers on a competency-based course of study. Twenty interns are teaching at rural Mabel School in Watauga County and at Blackburn Elementary School in Catawba County. The interns will work and learn in the schools for two years, receiving \$90 a week plus tuition and completing master's degree requirements at the end of the two years.

The Appalachian project seeks to develop a competency-based teacher education system that would be feasible for use at the university.

Driver Education Program

An experimental program of producing driver education teachers, underway at Appalachian, could result in better certification standards for driver education teachers and better instruction in driver education for high school students at a lower cost to the state. In the past, certification requirements for driver education teachers have been based on a single three-hour course. Appalachian's new program, now in its second year, provides a minimum of 15 course hours credit in traffic and safety instruction. Future teachers learn to teach by using campus facilities such as a driving course complete with a skid pad, computerized driving simulators and special classrooms that house instruments to measure reaction time, depth perception and peripheral vision. The use of this multiphase program permits teachers to give better instruction to each pupil in less than half the time currently required. The N.C. Department of Public Instruction hopes to use Appalachian's program as a model for a new set of certification requirements for driver education teachers. The program is financed through grants from the U.S. Department of Transportation and the Governor's Highway Safety Program.

Special Service Programs for the Region

All programs at Appalachian are designed with the end result of service to the state and particularly to Northwestern North Carolina. By improving the teaching-learning act, the above-mentioned general and teacher education programs serve to produce better graduates to meet labor requirements in private business, industry, teaching, and other phases of public service.

Several other programs at Appalachian are of direct service to Northwestern North Carolina in improving the education and environment of its people. The following tells of several of these programs.

Division of Community and Regional Services

The Division of Community and Regional Services is a service component of the College of Continuing Education at Appalachian State University. The division works cooperatively with the various colleges, divisions and departments on the Appalachian campus and serves as a liaison between the university and the region in educational services. It also acts as both a major sponsor and in consortial arrangements with other institutions or agencies in service-oriented projects.

The division consists of five major institutes or bureaus: Health and Habilitative Services, Post-Secondary Educational Services, Governmental Services, Elementary and Secondary Educational Services and Business and Industrial Services. Each component works cooperatively with a specialized group of agencies and/or businesses together with related segments of the university to provide educational and consultative services. The responsibilities of the institutes or bureaus encompass three areas: service-oriented projects, clusters and teams. A service-oriented project is usually a program funded for a specific purpose such as the Appalachian Developing Institutions Consortium, consisting of fourteen community college institutions in Western North Carolina working cooperatively with each other and Appalachian State University. The Title I Planning and Land Use Education Project sponsors workshops on historical preservation and community development and educational programs for public officials and other citizens. The material assessment project, sponsored by the March of Dimes, has reached many disadvantaged mothers in Western North Carolina and continues to provide services designed to reduce birth defects.

The cluster designation refers to an organized off-campus program of study where students may complete a predetermined unit of study. The cluster approach is readily adaptable to the field-based degree program, certification program and in certain non-credit areas.

Teams specializing in areas such as labor relations, motivation, communication, community education, personal development, or service occupations provide the division with a trained staff for seminars, workshops, training sessions and consultant services.

The primary goal of the Division of Community and Regional Services is to function as a clearinghouse and to assist the various units of the university and community in providing an effective service component for the region. Contact Director, Division of Community and Regional Services, ASU, Boone, N. C., 28608, for further information.

Computer Services

Appalachian operates its computer division as a regional service for agencies, saving time and money for the agencies. The center provides class scheduling and writes monthly paychecks for entire school systems. Billing and payrolls also are handled for area hospitals. Work with the Division of Community and Regional Services in plans to maintain health care statistics for the region may become a model for North Carolina, one of the few states in the country attempting to provide health care without computer assistance.

Northwestern Regional Media Center

Motion picture films for six county and one city school system in the region are housed in the Northwestern Regional Media Center of Appalachian's Belk Library. The 52 schools of the center have pooled their resources with those of the university to gain a bank of some 2,000 films. The center gives one-week delivery service on films and also cleans and repairs films. It also provides a much-needed repair service for audiovisual equipment of the school systems—a service which has proven to save the schools both time and money in repair of equipment.

Some 25,000 school children view the 900 films sent out each month, and another 300 films are used by Appalachian students and faculty each month.

Appalachian Developing Institutions Consortium

Appalachian Developing Institutions Consortium, a voluntary association, consists of some eight two-year community colleges and technical institutes in the mountain region. Appalachian is serving as the assisting institution in efforts to cooperatively plan and develop programs and resources to help overcome many of the depressed conditions of the area. The consortium is supported by a \$100,000 Title III grant. It has completed research projects dealing with educational plans of high school students, a study of some 2,500 alumni, and an attrition study of dropouts from the two-year schools. Planned are comprehensive business and manpower need surveys and the consortium schools are working to develop a combined student recruitment program.

Appalachian Consortium

As a voluntary association of five mountain-region colleges and universities and four service agencies, the Appalachian Consortium has as its purpose to preserve and promote appreciation in the culture of the region. In 1973, the consortium sponsored an Art Exposition featuring competi-

tion in some 20 areas of the written, visual, and performing arts which presented more than \$1,500 in prize money and started a newspaper column on folkways and folk-speech in the region. Consortium schools jointly accept credits from other schools for courses dealing with Appalachia and are working to develop a common list of library holdings and to establish Appalachian rooms in member libraries. Consortium members also are at work recording the culture and history of the region on motion pictures, tape recording, video tape and in pictures and color slides. Appalachian Consortium is supported by a grant from the N.C. Committee for Continuing Education in the Humanities.





Student Life

One role of Appalachian State University is to provide opportunities for students to grow and to develop in many ways other than in the classroom. Students are adults and it is understood that they are intelligent enough and mature enough to properly conduct most things for themselves.

A Voice In Policy

At Appalachian higher education conducts its business through faculty-student-staff committees. Students are nominated for committee membership by the Student Senate. A student's voice carries the same value as that of a faculty member's, and in some cases, you may find students serving as chairmen of what formerly were faculty committees. Students now serve with their professors on committees for academic policy, admissions, business affairs, public programs, institutional research, public service, registration and calendar, research, student life, and traffic and campus management.

Student Development Center

As concrete evidence that the student is the most important being at Appalachian, the university has created an innovative Student Development Center with a full-time director and his staff.

The Student Research Union is a product of student ingenuity to which the Student Development Center lends technical assistance and advice. It investigates the hottest issues on the campus and publishes reports which lay facts before the student body.

Another agency under the administrative umbrella of student development is the Student Employment Service. This group contacts businessmen in the community and surrounding areas and arranges part-time jobs for students who cannot find enough employment on the campus.

Student development personnel also assist in the mammoth publications job which students carry out. The director serves as advisor to *THE APPALACHIAN*, the *RHODODENDRON*, and *COLD MOUNTAIN REVIEW*. In addition to the major publications, the staff gives advice and

technical assistance to Student Printing Service, Student Photographic Service, and Student Typesetting Service.

Student Government Association

The Student Government Association and all student activities at Appalachian are open to everyone.

It's left to the student to determine what he or she wants to do and how involved in it he or she wants to get.

All undergraduate students at Appalachian are members of the Student Government Association. The organization is so expansive that everyone who wants to serve the student body can find a job for himself.

Governing Power

Students at Appalachian govern themselves through three branches of the Student Government Association. The executive branch consists of elected officers, the president, the vice president, the secretary, the treasurer, the attorney general, and the president's cabinet.

The legislative power of student government is vested in the Student Senate. Its membership is made up of students who are elected by a ratio of one senate seat per 150 undergraduate students.

The judicial power of student government rests in the Student Court. It is composed of nine student justices who are elected by the senate.

Students accused of violations have all those rights guaranteed under the U.S. Constitution. They are presumed innocent until guilt is proven; they may face their accusers and any witnesses; they may have open trials; they may appeal to higher courts; and they have the choice of being tried by the university's administration without being heard by the Student Court.

Students may be tried for violations such as academic dishonesty, disruption of activities, or for the violation of criminal statutes. A complete table of university regulations appears in the student handbook, *The Mountaineer*.

W. H. Plemmons Student Union

The Plemmons Student Union is the focal point of campus-student activities. Facilities and activities are provided for all members of the university who wish to pursue social, cultural, and recreational activities.

The program of the student union is the responsibility of the Student Union Board. The board is chaired by a student and is composed of stu-

dents, staff, faculty, and administrative members. The program of the student union includes cultural, educational, and popular films which are selected and scheduled by the film committee. The Fine Arts Committee sponsors an annual Student Art Contest with purchase prizes in several categories. These works become part of the permanent Student Art Collection and are used to decorate many areas of the building.

Services provided in the union include a television lounge, meeting rooms, table tennis room, music listening area, reading lounge, and a bowling and billiard area. Information desk hostesses direct building utilization and supply information concerning all campus activities during the normal 16-hour day, seven-day week the union is open.

A program of regular nightly coffeehouse entertainment is sponsored in the Wit's End by the Coffeehouse Committee. These shows range from local talent to professional touring entertainment.

As members of the Association of College Unions International, members of the Student Union Board have been active in the Region V Annual Student Conference where yearly plans are made and program innovations are discussed.

Cultural Opportunities

Nearly every day of the school year, there is some contribution to the cultural element of education under sponsorship of the university's Artists and Lecture Series or some other campus organization. Recent visitors to the ASU campus have been: James Dickey, Dick Gregory, Heywood Hale Broun, John Chappell's Mark Twain, The National Players, North Carolina Dance Theater and the National Opera Company.

Through the Office of Student Affairs, a member of the faculty serves as Director of Cultural Affairs. He directs the university's Artists and Lecture Series, stimulates and coordinates the efforts of persons who are working to improve the cultural atmosphere on campus and prepares grant proposals in the area of the cultural arts.

Campus Entertainment

The student body at ASU is large enough to support an almost weekly array of professional entertainment in concert, in person. ASU's 8,000 seat Varsity Gym is the scene for many of the entertainers. The Popular Programs Committee of the Student Government Association sponsors the shows.

The ASU student has recently heard Goosecreek, Crosby and Nash, Count Basie, Charlie Byrd, Earl Scruggs Revue, Seals and Croft, the Maynard Ferguson Band, Gordon Lightfoot and Blood, Sweat and Tears.

Student Publications

Students publish a completely uncensored student newspaper, *The Appalachian*, often 12 to 14 pages, twice a week. With purchased typesetting equipment, the students set their own copy, set their own headlines, paste up the pages of the newspaper, and carry it, "camera ready," to an off-campus printer. The job they do is highly professional, and because of what they're learning after classes, some have stepped into professional lithographic jobs with little additional training.

The university's yearbook, *The Rhododendron*, is similarly composed on the campus and taken to the professional printer only when it is ready to be printed.

Clubs, Societies, and Performing Activities

There are some 70 different student organizations and clubs on the campus, including four recently recognized fraternities (three nationals) and one sorority. The clubs range from service orders to scholastic honoraries. All student organizations on the campus are chartered and supervised by the Student Government Association and the School Council. Opportunities also are available in areas such as debate, theatre, broadcasting, and music. Consult the student handbook, *The Mountaineer*, for a complete listing and description of activities.

Religious Life

Appalachian is a state-owned campus. As such it has no religious affiliation. Its students, however, promote and support church affiliated organizations which include the Baptist Student Union, Canterbury Club, Lutheran Student Association, Newman Club, Wesley Foundation, and Westminster Fellowship. Eight churches (Advent Christian, Baptist, Catholic, Church of Christ, Episcopal, Lutheran, Presbyterian, and United Methodist) are within walking distances of the campus.

Athletics and Intramural Sports

As a member of the Southern Conference and the National Collegiate Athletic Association (NCAA), Appalachian offers 13 varsity sports for men and seven varsity sports for women—the largest number of varsity athletic teams of any Southern Conference school and as many varsity teams

as any school in the state. Men's varsity sports include: football, cross country, soccer, basketball, wrestling, rifle, swimming, gymnastics, track (indoor and outdoor), tennis, baseball, and golf. Women's varsity sports include: field hockey, basketball, volleyball, gymnastics, swimming, golf, and tennis.

The university encourages students to participate in a program of intramural sports. Many of the intramural and varsity sports contests are staged in Conrad Stadium, the first artificially-turfed athletic facility in the state. Men's intramural sports include: flag football, basketball, badminton, tennis, softball, cross country, volleyball, handball, paddleball, squash, soccer, swimming, track and field, horseshoes, and wrestling. Women's intramural sports include: flag football, basketball, badminton, tennis, softball, volleyball, and swimming. Coeducational intramural sports include: tennis, volleyball, and badminton.

Student Housing

The university has 15 modern residence halls housing over 4,000 students in a living and learning atmosphere. The quality of residence hall life is of as much concern to the university as the quality of any academic program.

To insure that quality, some changes have taken place recently in the dormitories. What used to be stark dorm lobbies are now coeducational lounges. There are specially prepared study areas and seminar rooms in the dorms now—so that some of the academic life of the campus can take place in the dormitory setting.

As you live in a residence hall, the university will try to help you develop an understanding of group living, a consideration for others, and an ability to live with people who are different from you.

The halls are staffed and supervised by professional personnel who are trained to create a friendly atmosphere in which students can enjoy life and feel a part of the university community.

Each room is equipped with the basic furniture, but you are expected to supply linens, blankets, rugs, pillows, curtains, and other personal furnishings according to individual taste.

Some appliances are allowed in the dorm room (lamps, small television sets, fans, small refrigerators, not to exceed .45 amps) but others are not (hot plates, toasters, percolators, heat lamps, roasters, irons and heaters). Popcorn poppers may be used only in kitchen areas. Irons may be used in laundry rooms. Your *Student Support Services Handbook* and *The Mountaineer* contain specific regulations and policies which govern residence

hall life. Each student is responsible for knowing these regulations and conducting himself accordingly.

Housing Requirements

The residence halls are closed during vacation periods, and no occupancy of rooms will be permitted during this time. For those who must remain in Boone during a vacation period, the Dean of Students offers assistance in securing a room.

All freshmen and all sophomores are required to live in university-owned housing with the exception of those students living with parents or guardian or those who are married and maintaining their residence near the university.

All students reserving rooms are subject to an academic year housing agreement (three academic quarters). Students who reserve a room for the fall or winter quarter are obligated to pay room rent for the subsequent quarters of that academic year as long as they are enrolled. Exceptions are made during the term of the housing agreement for students participating in off-campus field service programs and those students getting married during the term of the agreement.

If a residence hall student plans not to enroll for a subsequent quarter, he must notify the housing office at least two weeks prior to examination week. If he does not give such notification, he will be billed for a quarter's room rent.

Unless a student notifies the housing office that he will be late, he must occupy his dormitory room by the night of the first day's classes in each quarter. Otherwise, the reservation for this space will be canceled, and he will be billed for a quarter's rent. Limited exceptions to these rules appear in the *Student Support Services Handbook* and in the student handbook, *The Mountaineer*.

Room Reservations

Room reservation forms are mailed to new students following admittance by the Office of Admissions. Returning students may apply for housing during spring quarter for the following year. Former students who have been readmitted may apply for housing directly to the Office of Housing Operations. Completed forms should be returned to the university cashier with a check for reservation deposit payable to Appalachian State University. The reservation deposit is deducted from the room rent charged for the first quarter in residence.

Mountaineer Apartments

The university provides 90 furnished apartments, including drapes, built-in self-cleaning ranges, frost-free refrigerators, and wall-to-wall carpeting. Rental information and applications may be obtained at the Office of Housing Operations. The apartments are available to married students and their dependents and widowed or divorced students with children.

Off-Campus Housing

An Approved Rental Housing Association is sponsored by housing officials at Appalachian. The association is composed of landlords who operate their complexes within the bylaws of the association. A current listing of approved off-campus housing is published and made available weekly by the housing office.

The Office of Housing Operations provides a current listing of rental housing for student teachers and students participating in field service programs off campus.

Fair Housing Discussion Board

A Fair Housing Discussion Board sponsored by the Office of Housing Operations and the Student Government Association meets monthly to discuss various topics relating to off-campus housing. Topics for discussion should be submitted to the Secretary of Commuter Affairs.





University Medical Services

Appalachian maintains a modern medical center on campus. It is staffed by one full-time and one half-time physician, six registered nurses, a lab and X-ray technician, and their assistants. For overnight treatment of minor illness there is a 14-bed infirmary. For those who require hospital care, the modern Watauga Hospital is just two miles from campus.

Services of the medical center are open 24 hours a day to all students when the university is in session. The center is supported by a portion of the fees paid each quarter by all students and there is no additional charge for professional services of the physicians. All students, including transfers and graduate students, must have a preadmission physical by their own physician, and the form for same must be on file in the university medical center.

Contacts with University Medical Services are confidential. Records are maintained separately for use of health personnel only. In case of serious illness or injury parents or guardians will be notified.

The medical center does not issue excuses for class absences because of illness. Students who withdraw from the university for reasons of health must receive medical clearance through the medical center before being readmitted. Before clearance is granted, the student must present evidence that the condition which necessitated withdrawal has improved and that there is reasonable expectation of his ability to participate in university life.

Insurance

Low-cost hospital and accident insurance is available. This insurance will pay a substantial part of charges for hospitalization, surgery, treatment for accidental injuries, diagnostic tests, and medical emergencies. It provides year-round coverage on or off the campus.

In addition, the University Medical Services will pay the first \$25 toward the hospital bill of any student admitted to Watauga County Hospital. This payment is not made for dependents of students.

Counseling and Psychological Services Center

For those who are concerned about their relationships with other people, there is the counseling center. All contacts with the center are confidential. Psychologists and counselors provide personal and group counseling for students and their spouses. Vocational and career guidance also is provided. These services are offered without charge to Appalachian students. The testing section of the center has the responsibility of organizing and administering the individual and group tests for the university community. Available tests include individual intelligence, personality tests, and vocational interest inventories. Information concerning large group tests such as National Teacher Examinations, Miller Analogies Test, and university proficiency tests is also available.

Academic Advisory Program

A new Faculty Advising Service is operated by the General College on the ground floor of the D. D. Dougherty Library. The service retains professors who represent every undergraduate academic department at the university. They provide help with any academic problem that the student may encounter.

Each student accepts the responsibility for meeting graduation requirements, and although academic advising is readily available, students are not required to see an advisor or to get signatures on course request forms.

When students complete 90 quarter hours and satisfy other requirements, they move from the General College to one of the four degree granting colleges. They are then advised in the department of their major.

Library Services

The Belk Library is the center of academic life at Appalachian. Housed there in open stacks are 270,000 volumes and holdings in nonbook materials such as films, slides, tapes, recordings, magazines, newspapers, microfilms, maps, and pictures. The university's Audiovisual Services Center is located on the first floor and it provides resources and materials to support the university's instructional program. Audiovisual materials can be prepared for faculty and students on request.

The library is a U.S. Government Documents Depository and some 50,000 documents are housed in the library.

Information on the special collections and regulations concerning the loan of library materials are listed in the *Library Handbook*. It is issued to all faculty members and students.

Placement and Career Services

Appalachian operates a busy Office of Placement to help alumni and prospective graduates find jobs. The office maintains relationships with outstanding school systems, colleges, industries, and local, state, and federal governmental agencies across the country. The office keeps up-to-date information regarding vacancies, certification and license requirements, and qualifying examinations. The office arranges for interviews between students and employers. Students and alumni may participate in a nationwide computerized placement service.

Because the use of the placement service is voluntary, a student or alumnus is permitted to request in writing the destruction of any or all confidential statements or recommendations.

Postal and Banking Services

A U.S. Post Office Contract Station is maintained by Appalachian in the Plemmons Student Union. Every on-campus student has a personal mailbox there, but boxes are not available for off-campus students.

A branch of the Northwestern Bank is located in the lobby of the University Bookstore.

Laundry Service

A nonprofit laundry plant is operated on the campus and is used extensively by students, faculty, and staff. It provides all the services of a commercial laundry-dry cleaning plant, including daily pick-up and delivery in each dormitory. On-campus students whose laundry service charge is in excess of the minimum quarterly fee will settle their accounts with the Cashier's Office. Clothes should bear permanent name markings to avoid confusion in the laundry. Cash and carry service is available to off-campus students.

Motor Vehicles

Everyone who operates a car or other motor vehicle on campus must register it with the university's Traffic Office. There are no exceptions.

Freshmen and sophomores not residing with immediate relatives, all students on academic or disciplinary probation, and all students who have a grade-point average below 2.00 are prohibited from registering, maintaining, or operating a motor vehicle on the campus or its environs.

Those who are eligible to drive on campus apply for parking privileges on registration day as a part of academic registration. Any student who must

operate a vehicle on campus after registration day, no matter how short the period, must register the vehicle at the Traffic Office before it is driven on the campus.

A student may not register a vehicle that was or is owned or used by another student, unless ownership of that vehicle has been transferred and proof to that effect can be shown. No one may register a vehicle for a freshman student. The annual automobile registration fee is \$9 for fall quarter registrants. Adjusted fees are in force for those who register automobiles during the terms.

Food Services

Appalachian owns and operates its own Food Service in four separate campus facilities: the University Cafeteria, offering a variety of foods to select from; the Bavarian Inn, a fast food operation; the Gold Room, for leisurely steak and seafood dining; and the Ice Cream Parlor for the sweet tooth. Mealbooks and cash are both negotiable in each area. Food Service operates its own Bake Shop to provide "homemade" desserts. Student employment is encouraged and the areas of Food Service are used as a practice lab for students in business and home economics.

Reading Center

The university's Reading Center provides diagnostic and remedial services in reading for Appalachian students and for others in the region who want and need assistance in becoming more proficient readers. The center also serves as a laboratory for students in the teacher preparation program.

Computer Center

Appalachian's Computer Center, which houses IBM 1130 and UNIVAC 9400 computing systems, serves the region by storing and analyzing data or important community programs. It makes possible, for example, far reaching public health programs, and it streamlines administrative chores of public school systems in the region.

As a facility for campus, the center is a supportive agency for administrative functions such as registration and information storage. It serves as a laboratory for instruction in computer science and data processing. Parts of the center remain open 24 hours per day, seven days per week, for use by the students.

Admissions

Appalachian seeks to admit students who are capable of mature, college level work. As a state-supported institution, the university recognizes its obligation to provide educational opportunities to those who will benefit from them. Considerations of space, availability of housing, and other limitations, however, place some restriction on the number of students who can be admitted to the university. For this reason, students are requested to apply as early as possible. Freshmen are particularly urged to apply early since all unmarried freshmen, except *bona fide* residents of Boone and vicinity, are required to live in residence halls. As space in these halls are limited, this is a factor which must be considered in admitting freshmen.

Appalachian admits students at the beginning of the fall, winter, spring, and summer quarters and at the beginning of each of the two terms of the summer session. Any person who wishes to enter the university as either a freshman, transfer, or special student should write to the Director of Admissions, Appalachian State University, Boone, North Carolina 28608, for full information and application forms.

Freshman Students

Applicants will be considered for admission to the freshman class upon meeting the requirements specified below. Those students who have demonstrated the greatest probability of success will be given priority in the selection of the freshman class. Requirements are as follows:

1. Graduation from an accredited high school and rank in the upper 75 percent of their graduating class. If the applicant is not a high school graduate, a high school equivalency certificate is required.
2. Satisfactory recommendation by the high school principal and/or guidance counselor.
3. Presentation of at least two units of high school mathematics (2 units of algebra or 1 unit each of algebra and geometry).
4. Satisfactory scores on the College Entrance Examination Board Scholastic Aptitude Test.

This test is required of every applicant for freshman admission and is given in November, December, January, March, May, and July. End-of-junior year (in high school) scores are used to determine eligibility for freshman admission when reported with early applications. It is recommended that the test be taken at the end of the junior year of high school and repeated early in the senior year of high school.

A student wishing to take this test should procure an application form from his secondary school or should write directly to the College Entrance Examination Board, Box 592, Princeton, New Jersey, for the *Bulletin of Information* which includes an application form and is available without charge. The bulletin lists test centers and gives complete information concerning tests.

The student must make his own arrangements well in advance of a selected testing date so that his application is received in Princeton before the deadline for filing applications.

5. A satisfactory health record. The complete medical history of each applicant must be submitted on the medical form supplied by the Admissions Office after approval has been given.

NOTE: Prospective students who have attended an accredited college but who have earned less than 45 quarter hours of credit must meet both freshman and transfer admission requirements. This means that in addition to following procedures for freshmen they must present a transcript showing an overall C average on all college course work. In addition, such applicants must be eligible to return to the institution last attended.

Transfer Students

1. Students seeking to transfer from other colleges or universities must furnish official transcripts of records from all institutions attended. These transcripts must show eligibility to return to the institution last attended and an overall 2.00 or C average on all course work. Courses satisfactorily completed in other accredited institutions are evaluated in terms of the curriculum selected at Appalachian.
2. Transfer applicants who are candidates for teacher certification must meet the same proficiency tests in reading, speech, and written English as required of regular students at Appalachian. This is taken either at orientation or shortly after registration.
3. Each transfer applicant must submit a satisfactory health record. (The complete medical history of each applicant must be submitted on the

medical form supplied by the Admissions Office after approval has been given.)

NOTE: Prospective students who have attended an accredited college but who have earned less than 45 quarters hours of credit must meet both freshman and transfer admission requirements. This means that in addition to following procedures for freshmen they must present a transcript showing an overall C average on all college course work. In addition, such applicants must be eligible to return to the institution last attended.

Special Students

(Not Applicable to Freshman or Transfer Candidates)

1. Applicants who are mature and who may not meet admission requirements, but who have a satisfactory record of experience and education, may be admitted to courses which they may be able to pursue with profit. Special students are admitted for one quarter only.
2. Such applicants may be required to present evidence of having earned a college degree or evidence of the need for specific courses. Applicants who are regularly enrolled students at other institutions may be admitted as "visiting" students provided the appropriate official at their institution authorizes their attendance at Appalachian, approves the course work selected, indicates the individual is in good standing at that institution, and otherwise approves the transfer of credits taken at Appalachian back to that institution for degree purposes. At the end of one quarter's work, visiting students must transfer to Appalachian or withdraw from the university.
3. Special students who desire to become candidates for a degree from Appalachian must satisfy appropriate admission requirements.

Graduate Students

For admission and graduation requirements, see the Graduate School section of this catalog.

Auditors

1. Students enrolled at the university or students admitted with satisfactory records of experience and education may enroll for specific courses as auditors.
2. Students who audit courses must register in the Registrar's Office, pay regular fees, be regular in attendance, but will not receive grades or credit.

Procedure

Students who wish to be considered for admission to the university as freshmen will obtain from the Office of the Director of Admissions an application packet, consisting of an application form, high school transcript, principal's recommendation form, and instructions for completing and submitting these forms.

All application forms are to be accompanied by an application fee of \$10.00 which is not refundable.

Applicants should request the Educational Testing Service to send results of the Scholastic Aptitude Test to the Director of Admissions.

Students who desire to transfer to Appalachian from another college or university will obtain from the Office of the Director of Admissions an application packet consisting of an application form, dean of students recommendation form, and instructions for completing and submitting these forms.

After all papers have been filed and evaluated, a statement of eligibility for admission or a statement of shortages to be removed before admission can be approved will be sent to the applicant.

Instruction for reserving residence hall space will be included in the letter of approval sent to each qualified applicant. Room assignments are made by the Office of Housing Operations.

Advanced Placement Program

Appalachian participates in the Advanced Placement Program of the College Entrance Examination Board. Freshmen who have demonstrated their achievement on specific College Entrance Examination Board Advanced Placement Tests may have the results submitted to the university for consideration with regard to placement in advanced courses and for college credit. Freshman applicants are encouraged to take these tests. Freshmen may also qualify for advanced placement and credit by being invited (selection is made by the Director of Admissions) to take departmental tests in their areas of extensive specialization during freshman orientation. Based upon these test results, the amount and nature of the credit granted is determined by the Committee on Academic Policies and Procedures and the pertinent department of instruction.

Readmission

Students who have withdrawn in good standing from the university or who have been suspended for academic deficiencies or for other reasons should submit their requests for readmission to the dean of the college

in which they are to be enrolled. Consideration of requests for readmission of students who have been suspended for any reason will be made in light of the applicant's ability, evidence of growth and maturity, good citizenship record, credits earned at another institution, and time elapsed since leaving Appalachian.

Information for Veterans

The university is approved for providing training under Public Law 358, G.I. Bill effective June, 1966; Public Law 634, the children of deceased or disabled veterans; and Public Law 894, for disabled veterans. APPROVAL FROM THE VETERANS ADMINISTRATION SHOULD BE RECEIVED BY THE STUDENT BEFORE ENTERING SCHOOL.

Students may contact the Veterans Administration Regional Office, 301 North Main Street, Winston-Salem, North Carolina, for information and necessary forms.

Children of disabled or deceased veterans may receive assistance in payment of tuition, room, meals, and other university fees. For information regarding eligibility and application forms students should write to the North Carolina Veterans Commission, Raleigh, North Carolina.

Foreign Student Admission

A student wishing to apply for undergraduate admission as a foreign student should first make arrangements through the American Consulate in his own country to take the Test of English as a Foreign Language (TOEFL Test). No student can be approved (even if he meets other requirements) until a satisfactory score is received.

Funds for financial assistance to foreign students are not available. Therefore, arrangements for all expenses should be made before a student leaves his own country. All foreign students must have health insurance before they can be admitted.

Expenses

Fees are charged by the quarter and are due and payable in advance at the beginning of each quarter in accordance with payment instructions issued prior to each quarter.

The fees payable each quarter for undergraduates during the 1974-75 academic year, as anticipated at the time of publication of this catalog, are listed below. With the approval of its governing bodies, the university reserves the right to make changes in these fees when circumstances require.

Quarterly Tuition and Fees

Charges include tuition and fees applied to student welfare and activities, registration, other incidental fees and, for undergraduate students only, textbook rental.

	IN-STATE	OUT-OF-STATE
Undergraduate students	\$178.00	\$698.00
Graduate students	175.50	695.50

Quarterly Subsistence Charges

Basic subsistence charges for students residing on-campus, as listed, include room (without telephone), minimum board (standard plan) and minimum laundry and dry cleaning fees. Students occupying rooms with telephones pay an additional \$11.00. Juniors, seniors, and graduate students are offered an optional reduced meal plan. Subsistence charges for those selecting the optional plan are reduced by \$50.00 (women) or \$70.00 (men).

Basic Subsistence Charge	
MEN	WOMEN
\$343.00	\$318.00

The application for admission must be accompanied by an application fee of \$10.00 which is not deductible or refundable.

An advance deposit of \$100.00 to be applied against the student's tuition and fees must be remitted by each applicant for admission within three weeks of the mailing by the university of the notice of acceptance. Failure to remit within this prescribed period will constitute withdrawal of application. If the applicant, after remitting the deposit, decides not to attend the institution and gives notice of this decision by May 1 in the case of application for the fall term or at least one month prior to the term in the case of application for the winter or spring term, the deposit shall be refunded.

A room reservation deposit of \$100.00 for students entering Appalachian for the first time or \$50.00 for a student already enrolled must accompany the application for a room reservation. The room reservation deposit is deductible from the room rent charge at the opening of the first quarter of residence. Room reservation deposits from new students for the fall quarter are refundable upon notification on or prior to May 1 and from returning students on or prior to June 25. Requests for refunds should be made to the Director of Housing Operations.

Foreign Students

Foreign students are considered out-of-state students and must pay tuition and fees based upon out-of-state rates.

Part-Time Students

Students who register for 1 to 7 hours pay the following charges per quarter hour:

In-state	\$10.00
Out-of-state	\$30.00

Students who register for more than 7 hours pay full charges.

Residence Classification for Tuition Purposes

The tuition charge for students classified as "out-of-state" for tuition purposes is higher than for students classified as "in-state" for tuition purposes.

University regulations concerning residence classification are predicated on North Carolina law on this subject, as follows:

North Carolina G.S. 116-143.1

(a) A nonresident shall be any person not qualifying for in-state tuition as hereinafter defined.

(b) To qualify for in-state tuition a legal resident must have maintained his domicile in North Carolina for at least the 12 months immediately prior to his classification as a resident for tuition purposes. In order to be eligible for such classification, the individual must establish that his or her presence in the State during such twelve-month period was for purposes of maintaining a *bona fide* domicile rather than for purposes of mere temporary residence incident to enrollment in an institution of higher education; further, (1) if the parents (or court-appointed legal guardian) of the individual seeking resident classification are (is) *bona fide* domiciliaries of this State, this fact shall be *prima facie* evidence of domiciliary status of the individual applicant and (2) if such parents or guardian are not *bona fide* domiciliaries of this State, this fact shall be *prima facie* evidence of non-domiciliary status of the individual.

(c) No person shall lose his in-state resident status by serving in the armed forces outside of the State of North Carolina.

University regulations concerning the classification of students by residence, for purposes of applicable tuition differentials, are set forth in de-

tail in *A Manual To Assist The Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes*. Each enrolled student is responsible for knowing the contents of that *Manual*, which is the controlling administrative statement of policy on this subject. Copies of the *Manual* are available for review on request at the residence classification offices which are the Admissions Office for undergraduate students and the Graduate School Office for graduate students. Copies are also available in the Library, the Student Union, the offices of the deans of colleges and principal administrative offices, including the Business Affairs and Student Affairs Offices.

Student Welfare and Activities

Student fees support such services and activities as health care, student government, concerts and lectures, class dues, popular programs, forensics, dramatics, intramurals, student publications, attendance at all athletic events on campus, and transcript fees.

Rental of Textbooks

Undergraduate student fees include textbook rental entitling a student to receive textbooks used in each course for which he registers. Notebooks, workbooks, manuals, paperbacks, and the like are not included. These and other supplementary materials will be purchased by the student. At the end of each quarter textbooks that are not needed further are returned. A student who desires to own his textbooks may purchase them by paying the difference between the rental fee and the purchase price. Graduate students purchase their textbooks.

Other Fees

Change of room	\$ 2.00
Late payment of tuition and fees	10.00
Late orientation test	2.00
Music per quarter	
Each thirty-minute individual lesson a week	15.00
One class lesson a week	9.00
Practice rooms for voice, piano, or organ	
First quarter hour	5.00
Each additional quarter hour	2.50
Practice rooms for strings, wind, or percussion	
First quarter hour	2.50
Each additional quarter hour	1.25

Physical education activity per quarter	
Bowling	8.00
Skiing	50.00
Student teaching and internships per quarter hour credit	2.00
National Teacher Examinations and Miller Analogies Test	
N.T.E.—Common and one teaching area	18.00
N.T.E.—Common only	10.00
N.T.E.—One teaching area	9.00
Late registration fee for N.T.E.	3.50
M.A.T. (individual administration)	7.50
M.A.T. (group administration)	5.00
Graduate Record Examinations	
Aptitude Test only	10.00
Advanced Test only	10.00
Aptitude Test and one Advanced Test	20.00

Special Note

Before taking final examinations at the close of each quarter, a student is expected to settle all accounts. A student may not register for a new quarter until all charges have been paid or arranged for and until all textbooks are returned to the University Bookstore. A student cannot receive a degree, certificate, or transcript of credits until all accounts, except current, and loans have been paid.

Refund of Tuition and Fees

If a student formally withdraws from the university, refund will be made in accordance with the following schedule:

Before close of the registration period:

60 percent of tuition, fees, and room rent.

Within two weeks after close of registration period:

40 percent of tuition, fees, and room rent.

Within four weeks after close of registration period:

20 percent of tuition, fees, and room rent.

Withdrawal at any time will entitle the student to refund of the proportionate part of the amount paid for meals, if applicable.

Refund calculation will be based upon the date of official withdrawal from the university.

A student who has prepaid tuition and fees but who does not complete registration for classes will be due a full refund if he has been determined to be academically ineligible to complete registration. If he has not completed registration for other reasons, he will be due a full refund less any advance deposits he may have made toward tuition, fees, and housing.

Students who are suspended for disciplinary reasons or who do not formally withdraw are not eligible for a refund.

If a full-time student reduces his academic load to part-time before close of the registration period or if a part-time student reduces his academic load before close of the registration period, 60 percent of the difference between charges for the original and revised academic loads will be refunded, upon application therefor.

Student Financial Aid

More than half of Appalachian's students receive financial aid. This includes federal work-study programs, various loan programs, and several types of scholarships. Resources available to students through the Office of Student Financial Aid are limited, but financial assistance is within reach of almost every student who can show average academic achievement and definite financial need.

If you realize that you will be unable to meet university expenses without assistance, determine the approximate amount needed per quarter and take initiative yourself in seeking information from your high school guidance counselor or from the Director of Student Financial Aid. You will be directed to file application for at least one of the principal types of financial aid indicated below.

Aid applications for the following academic year must be submitted by March 15. You should have your parents submit a Parent's Confidential Statement if you plan to apply for a National Direct Loan, Work-Study, or a Supplemental Education Opportunity Grant. Forms are available at your high school. It should be submitted to the College Scholarship Service, Box 176, Princeton, New Jersey 08540.

Information to Veterans

The university is approved for providing training under provisions of Chapter 34, Title 38, U.S. Code, G. I. Bill effective June, 1966; Chapter 35, Title 38, U.S. Code, the children of deceased or disabled veterans; and Public Law 894, for disabled veterans.

Students enrolling under provisions of Chapter 34 and 35 will pay fees at the time of registration but receive a monthly education and training allowance from the Veterans Administration. Since the first check is usually delayed, a veteran should make his arrangements early.

Students may contact the Veterans Administration Regional Office, 301 North Main Street, Winston-Salem, North Carolina for information and necessary forms. *Approval from the Veterans Administration regarding eligibility should be received by the student before entering school. The approval form (certificate of eligibility) should be submitted to the Financial Aid Office for completion after the veteran enrolls.*

Children of disabled or deceased veterans may receive assistance in payment of tuition, room, meals, and other university fees. For information regarding eligibility and application forms, students should write to the North Carolina Veterans Commission, Raleigh, North Carolina.

Student Employment Programs

Student employment programs are maintained to help you pay university expenses while attending classes full time. Students participating in the programs are employed in administrative offices, in colleges and academic departments, and in service facilities such as the bookstore, the library, and the food services.

The student employment programs consist of the Regular University Self-Help Program and the College Work-Study Program (Title I, EOA). A student returning to school for the summer session only is not eligible to work under this program.

In addition, a Student Employment Service has been established as a branch of Appalachian's Office of Student Development. Located in Workman Hall, it lists off-campus work opportunities and some on-campus placements.

Generally, you may work up to 15 hours per week in university-operated work programs. Your schedule will be arranged by you and your work supervisor with the understanding that class schedules have first priority.

Student Loan Programs

Detailed information may be obtained from your high school counselor or from the Director of Student Financial Aid. Available loan programs are as follows:

The College Foundation, Inc.

The National Direct Student Loan Program

The N.C. Prospective Teacher Scholarship Loan Fund

Guaranteed Loan Program (for out-of-state students)

University Student Loan Fund

Appalachian has been given funds over the years to use as educational loans for students. When you borrow money from any of the funds listed below, you sign a promissory note and make arrangements for repayment satisfactory to the Office of Financial Services. The loan funds include:

The Nora E. Edmondson Fund

The Mark Davis Fund

The Frances L. Goodrich Fund

The W. J. Waters Graduate Fund

The B. H. Harmon Fund

The Tau Beta Emergency Fund

The Library Science Fund
(by Eunice Query and Mabel
Brister)

The Dr. W. Amos Abrams Fund

Grants in Aid and Special Talent Awards

In recognition of students with special talents, the university provides grants in fields of activity such as dramatics, art, forensics, industrial arts, music, and athletics. If you feel that you might qualify for one of these awards, write to the appropriate department chairman for information. Athletes should write to the coach of a specific sport.

Supplemental Educational Opportunity Grants

This program is part of the Higher Education Act of 1965, with the purpose being to assist in making available the benefits of higher education to qualified high school graduates of exceptional financial need. Students who qualify may be eligible for a grant of up to \$1,000 per year for a period of four academic years. The recipient must maintain satisfactory progress in his course of study and be a full-time student during the academic year.

Basic Educational Opportunity Grants

This federal-based program was initiated for the 1973-74 academic year with only entering freshmen being eligible. If funding of the program is increased, all students should be eligible for consideration for a B.E.O.G. in future years. A student may be eligible for a grant which does not require repayment if he qualifies on the basis of need.

Applications are available at no cost at high schools, post offices, public libraries, and financial aid officers of institutions of higher learning.

Scholarships

The J. D. Rankin Memorial Scholarship

Army ROTC Scholarships

(apply through Department of Military Science)

Alpha Gamma Chapter of Delta Kappa Gamma Scholarship

(Watauga and Avery County students only)

James G. K. McClure Scholarships

(students from designated western North Carolina counties only)

*Legislative Scholarships

*Endowment Scholarships

*Living Endowment Fund for Scholarships

Vocational Rehabilitation Scholarships

(apply through N.C. Department of Vocational Rehabilitation)

John Hilary Workman Memorial Scholarships

(apply through Department of Geography and Geology)

Kenneth B. Linney Memorial Scholarship

(voice majors only)

Presser Foundation Scholarship

(music majors only)

Watauga Savings and Loan Scholarships

(Watauga High School graduates only)

The G. P. Eggers Scholarship

(English majors only)

The Dr. J. B. Hagaman, Jr. Memorial Scholarship

(students in science only)

The Broyhill Industrial Arts Scholarship Loan Program

(industrial arts majors only)

The Clara Sullivan Crawford Memorial Scholarship Fund

The Graduate Alumni Scholarship

(apply through ASU Graduate School)

The Capt. E. F. Lovill Fund

(apply through ASU Graduate School)

*Any student applying for an academic scholarship from the university will be automatically considered for these programs.



The Instructional Program

The instructional program at Appalachian State University is diversified, attempting to meet the needs of many classes of students. In addition to the course offerings listed under each instructional department, students may elect to do independent study under the direction of selected faculty members, to participate in an internship, or to participate in the university honors program. Detailed information on each of these options is given in appropriate sections of this catalog.

A new catalog is issued annually; and, while course offerings are fairly continuous from year to year, the faculty reserves the right to make changes in both curricula and regulations. The information in any given catalog is, therefore, wholly valid only for the year of its issue, and is superseded by subsequent issues. Any interested person should consult the most recent issue of the university catalog for current information about the instructional program.

Any changes in either curricula or regulations do not, however, affect a student already enrolled in a degree program. Regardless of subsequent changes, any student may, and normally does, elect to graduate in accordance with the academic regulations in force during the time of his first registration at Appalachian, provided that he graduates within six years of his date of entry. Any student may, of course, elect to graduate under any catalog issued after his entry into the university and prior to his graduation provided he was enrolled in the university during the time when the catalog was in effect. If a student elects to graduate under a new catalog, he must meet all requirements of the catalog under which he wishes to graduate. Students who do not declare a major at the time of their entrance may graduate under the requirements of the catalog in force at the time of their entrance, regardless of subsequent changes, if they finish within six years of their first enrollment. In order to change the catalog under which he intends to graduate, the student notifies the office of the dean of the college in which the student is enrolled.

The Board of Governors of The University of North Carolina is the governing body of Appalachian State University. The powers of the chancellor and the faculty are delegated by the board.

Registration at Appalachian indicates the student's willingness to accept both published academic regulations and rules found in official announcements of the university. In the interest of all its students, Appalachian reserves the right to decline admission, to suspend, or to require the withdrawal of a student when such action is, by due process, deemed in the interest of the university.

Degrees and Academic Subject Areas

A student at Appalachian State University may receive professional instruction in a number of academic areas. In the lists which follow, the degrees and subjects which may be pursued are indicated. The undergraduate academic subject areas listed are those in which a concentration, minor, or major is available.

Further information regarding the degrees or subject areas listed will be found in the appropriate sections of this catalog.

Degrees and Certificates

B.A.—Bachelor of Arts

B.M.—Bachelor of Music

B.S.—Bachelor of Science

B.S.B.A.—Bachelor of Science in Business Administration

B.T.—Bachelor of Technology

M.A.—Master of Arts

M.S.—Master of Science

Ed.S.—Specialist in Education

Spec.Sc.—Specialist in Science

Certificate of Advanced Study

Academic Subject Areas

In the list which follows the symbols M and m denote that a major or minor, respectively, is available in the subject and degree indicated. The symbol S indicates that course work leading to a specialist's degree beyond the master's degree is available. Symbols in parentheses following M.A. give the types of programs offered: A—academic, JC—junior college program, SS—secondary school program, ES—elementary school program. When only a minor is available at the master's level, it is so indicated by the symbol m following the listing of the master's degree.

Accounting: B.A. (m) ; B.S.B.A. (M).

Adult Education: S.; see Department of Administration, Supervision and Higher Education.

Anthropology: B.A. (m) ; see also Social Science in this listing.

Art: B.A. (M, m) ; B.S. (M) ; M.A. (concentration and minor for elementary school teachers) ; concentration available for the undergraduate elementary school education program.

Athletic Coaching: see Department of Health, Physical Education and Recreation.

Athletic Training: minor and concentration within existing majors are available; see Department of Health, Physical Education and Recreation.

Audiovisual Media: M.A. ; see Department of Educational Media.

Biology: B.A. (M, m) ; B.S. (M) ; M.A. (JC, SS) ; M.S. (A) ; Spec.Sc.; see also Science in this listing.

Black Studies: B.A. (m) ; for a description of this program see p. 73.

Business Administration: B.A. (m).

Business—Individually Designed Program: B.S.B.A. (M) ; see Department of Business Administration.

Chemistry: B.A. (M, m) ; B.S. (M) ; M.A. (JC) ; M.S. (A) ; see also Science in this listing.

Clothing and Textile Merchandising: B.S. (M) ; see Department of Home Economics.

Computer Science: B.A. (m) ; see Department of Mathematical Sciences.

Counseling: M.A. ; S.; see Department of Counselor Education and Reading.

Developmental Disabilities: Concentrations leading to the B.S. degree are available in emotional disturbance, habilitative science, mental retardation, secondary special education, and speech pathology; concentrations leading to the M.A. degree are available in emotional disturbance, learning disabilities, mental retardation and speech pathology; see Vocational Rehabilitation in this listing; see Division of Human Resources.

Developmental Studies: S.; see Department of Administration, Supervision and Higher Education.

Driver Education: B.A. (m) ; see Department of Health, Physical Education and Recreation.

Earth Science: see Science in this listing.

Economics: B.A. (M, m) ; B.S.B.A. (M) ; see also Social Science in this listing.

Economics and Business: B.S. (M) ; M.A. (JC, SS) ; see Department of Business Education and Office Administration.

Educational Leadership: Ed.S. ; see Department of Administration, Supervision and Higher Education and Division of Human Resources.

Educational Media: S. ; see also Department of Administration, Supervision and Higher Education.

Elementary School Education: B.S. (M) ; M.A. ; Ed.S. ; see Department of Childhood Education.

English: B.A. (M, m) ; B.S. (M) ; M.A. (A, JC, SS) ; concentration available for the undergraduate elementary school education program.

Finance and Banking: B.S.B.A. (M) ; see Department of Business Administration.

Foods and Equipment: B.S. (M) ; see Department of Home Economics.

French: B.A. (M, m) ; B.S. (M) ; M.A. (JC, SS) ; see Department of Foreign Languages ; concentration available for the undergraduate elementary school education program.

General Business: B.S.B.A. (M) ; see Department of Business Administration.

General Studies: B.A. ; for a description of this program see p. 70.

Geography: B.A. (M, m) ; M.A. (A, JC) ; see also Social Science in this listing.

Geology: B.A. (M, m).

Health and Physical Education: B.A. (m) ; B.S. (M) ; M.A. (ES, JC, SS).

Health Education: B.S. (M, m) ; see Department of Health, Physical Education and Recreation.

Higher Education: Ed.S. ; see Department of Administration, Supervision, and Higher Education.

History: B.A. (M, m) ; B.S. (M) ; M.A. (A, JC, SS).

Home Economics: B.A. (m).

Home Economics Education: B.S.(M).

Home Economics in Business: B.S. (M).

Industrial Arts: B.A. (m) ; B.S. (M) ; M.A. (JC, SS).

Institutional Administration: B.S. (M); see also Department of Home Economics.

Insurance and Real Estate: B.S.B.A. (M); see Department of Business Administration.

Irenology (Peace Studies): B.A. (m); for a description of this program see p. 73.

Junior College Education: M.A. (m).

Latin American Studies: B.A. (m); see Department of History.

Library Science: B.A. (m); B.S. (M); M.A. (JC, ES, SS); see Department of Educational Media.

Marketing: B.S.B.A. (M); see Department of Business Administration.

Mathematics: B.A. (M, m); B.S. (M); M.A. (A, JC, SS); concentration available for the undergraduate elementary school education program.

Military Science: B.A. (m).

Music: B.A. (M, m).

Music Education: B.M. (M—instrumental or general; leading to teacher certification); see Department of Music; concentration available for the undergraduate elementary school education program.

Music Merchandising: B.M. (M); see Department of Music.

Music Performance*: B.M. (M—piano, organ, voice, band or orchestra instrument); see Department of Music.

Music—Piano Pedagogy: B.M. (M); see Department of Music.

Music Teaching and Supervision: M.A. (ES through SS, JC); see Department of Music.

Office Administration: B.A. (m); see Department of Business Education and Office Administration.

Philosophy and Religion: B.A. (M, m); M.A. (m).

Physics: B.A. (M, m); B.S. (M); M.A. (m); also see Science in this listing.

Planning: B.A. (m); see Department of Geography and Geology.

Political Science: B.A. (M, m); M.A. (A, JC, SS); see also Social Science in this listing.

*Students who expect to direct their performances towards sacred rather than secular pursuits (i.e., minister of music, choir director, service organist, etc.) will find the necessary courses in church music available.

Psychology: B.A. (M, m) ; M.A. (A—general-theoretical or clinical).

Public School Administration: M.A.; S.; see Department of Administration, Supervision and Higher Education.

Reading Specialization: M.A. (ES, SS) ; see Department of Counselor Education and Reading.

Recreation: B.S. (M, m) ; see Department of Health, Physical Education and Recreation.

Science: B.S. (M with concentration in biology, chemistry, earth science, or physics) ; see College of Education; concentration available for the undergraduate elementary school education program.

Secondary School Education: M.A. (m).

Social Science: B.S. (M—general or with concentration in economics, geography, political science, or sociology and anthropology) ; M.A. (JC, SS—general or with concentrations in economics, geography, political science, or sociology and anthropology) ; see College of Education.

Social Studies: concentration available for the undergraduate elementary school education program.

Sociology: B.A. (m) ; M.A. (m) ; for information on graduate programs available see Department of Sociology and Anthropology.

Sociology and Anthropology: B.A. (M—with concentration in either sociology or anthropology) ; see Social Science in this listing; for information on graduate programs available see Department of Sociology and Anthropology.

Spanish: B.A. (M, m) ; B.S. (M) ; M.A. (JC, SS) ; see Department of Foreign Languages; concentration available for the undergraduate elementary school education program.

Speech: B.A. (M, m—concentration in general speech or theater) ; B.S. (M—certification as speech teacher).

Special Education: see Developmental Disabilities in this listing.

Speech Pathology: see Developmental Disabilities in this listing.

Supervision (general and student teaching): M.A.; S.; see Department of Administration, Supervision and Higher Education and Department of Secondary Education.

Technical Education: B.T. (concentration in industrial arts) ; see College of Education.

Two-Year College Administration: M.A.; see Department of Administration, Supervision and Higher Education.

Vocational Education: B.T. (concentration in business) ; see College of Education.

Vocational Rehabilitation: see Department of Psychology and Division of Human Resources.

Academic Policies and Regulations

Degree Requirements

Students should refer to the requirements of their respective colleges for information about their courses of study and confer with their advisors whenever problems arise.

Students should pursue required courses in the suggested sequence. Failure to do so may lead to scheduling difficulties and the student may find that the subject for which he wishes to enroll is either not available or closed to students with advanced standing.

Courses of Instruction

Students should refer to the various departments of the respective colleges for lists and descriptions of courses of instruction. For a description of the notation used in the listing of courses, see page 80.

Standards of Scholarship

In all work done for a degree, scholarly performance is expected. The student is expected to demonstrate academic competence, intellectual honesty and responsibility, a willingness to do more than the minimum required, and the ability to think critically and constructively.

Credits

Appalachian operates on the quarter system with the year divided into four quarters—fall, winter, spring, and summer. The unit of credit is the quarter hour, and the number of quarter hours credit for each course offered by the university is given in the sections of this catalog where courses of instruction are listed.

Registration

Students are expected to register at the time specified by the Registrar's Office. Registration schedules are announced, and registration materials are available in the Registrar's Office. A fee is charged for late registration.

Grades and Grade Points

At the end of each quarter grades are given in each course by letters which indicate the quality of work done by the student.

A—Excellent, 4 grade points per quarter hour.

B—Above Average, 3 grade points per quarter hour.

C—Average, 2 grade points per quarter hour.

D—Below Average but Passing, 1 grade point per quarter hour.

F—Failure, 0 grade points.

P—Pass, 0 grade points (used only for courses taken on Pass-Fail basis).

F*—Failure, 0 grade points (* indicates only that the course was taken on the Pass-Fail basis; this grade is equivalent to the F above).

I—Incomplete, because of sickness or some other unavoidable cause. An I becomes an F if not removed within the time designated by the instructor, not to exceed a year.

W—Withdrawal, either from a course or from the university.

WF—Withdrew Failing, course dropped with failing grades more than two weeks after registration closes.

Y—Auditing.

S—Satisfactory, 0 grade points (used for student teaching, screening proficiencies, and specially designated courses in the curriculum).

U—Unsatisfactory, 0 grade points (used to indicate unsatisfactory performance in student teaching, screening proficiencies, and specially designated courses in the curriculum).

All official drops and withdrawals are recorded on change cards, which, when completed and approved, must be filed in the Registrar's Office.

Pass-Fail Grading System

Any full-time undergraduate student with a grade-point average of at least 1.75 or any new entering student may elect to take one course each quarter under the Pass-Fail grading system. No more than two courses designated by name or area by major departments for satisfying the major and no more than two courses required in a minor may be taken under this system. *Not exceeding the limitations on the number of courses which may be taken under the Pass-Fail grading system in the major and minor is the responsibility of the student.* If a course taken under the A-B-C-D-F grading system is repeated, it must be taken under the A-B-C-D-F system when repeated.

Once the Pass-Fail system is elected for a given course, a change back to the A-B-C-D-F system may not be made.

A grade of P indicates a grade of D or above on the A-B-C-D-F system. The hours earned will count toward graduation, but no grade is computed in determining the grade-point average (GPA).

A grade of F indicates failure; no credit is earned and the grade of F is computed in determining the GPA.

Grade-Point Average

The GPA is a general measure of the quality of a student's work. Unless a course is repeated, the GPA is determined by dividing the total number of grade points earned by the total number of quarter hours attempted.

If a student takes a course and makes a D or F, he may elect to repeat the course for credit in order to improve his record. The course may not be repeated for credit, however, if it is prerequisite to a course already taken and passed, if the content of the course has changed substantially, or if the number of quarter hours credit for the course has been reduced. In order to determine whether a course is a prerequisite to a particular course, consult the appropriate departmental listing of courses in this catalog. Determination of substantial change in the content of a course is made by the chairman of the department in which the course is offered.

When a course is repeated for credit, only the grade points and the quarter hours earned the last time the course is taken will be used in computing the GPA. The student's record, though, will show all courses taken.

Prior to the spring quarter of the 1969-70 academic year, grade-point averages were computed in a different way. Students who were in school prior to that quarter have the choice of remaining under the regulations in effect at that time or of choosing to have their grade-point averages computed as outlined in the previous paragraph. Those who choose to have their grade-point averages computed as outlined in the previous paragraph may not elect to go back to the other method for grade-point computation. Associated with this change in the method of grade-point computation were certain changes in retention requirements. The student who elects to change the method of grade-point computation must also accept the associated retention standards. Only work taken at Appalachian is used in computing grade-point averages.

Academic Load

A student normally takes from 15 to 17 hours a quarter. In special situations, a student may take more than 17 hours a quarter. To do this a student must have prior approval of the dean of the college in which he is enrolled. Registration for less than 12 hours places the student on part-time status.

Residence

A student must complete at least 45 quarter hours at Appalachian, including 12 hours in his major and 6 hours in his minor, and make at least a 2.00 average overall and in the major or area of specialization on work taken at Appalachian. The senior year (three quarters) must be spent in residence at the university.

Requirements for a bachelor's degree must be completed within 16 quarters of residence or the equivalent.

Credit Limitations

1. A maximum of 30 quarter hours of extension and/or correspondence work from recognized institutions may be credited toward meeting the requirements for graduation. Correspondence courses are not offered by the university. Before registering at another accredited institution for a correspondence course to be transferred to Appalachian, a student must have the written permission of the dean of his college and the chairman of the department in which the course is listed. In order to obtain this permission, the student must first secure the proper form from the Registrar's Office to be signed by the dean involved. The combined load of residence courses and correspondence courses may not exceed the maximum load allowed.
2. Except for physical education majors, not more than 9 hours in physical education activity courses may be included within the required 183 hours.
3. A candidate for the Bachelor of Arts degree (with the exception of the Bachelor of Arts degree in general studies) may count not more than a total of 60 hours above general education requirements in any one department.
4. Validation of credits earned more than 10 years prior to the date of graduation may be required if and when they are submitted to fulfill degree requirements.
5. No student may be a candidate for more than one bachelor's degree at a time. However, a graduate who holds one bachelor's degree may earn a second bachelor's degree by taking additional work of at least 45 quarter hours and by completing all requirements for the degree.
6. All baccalaureate degrees granted by Appalachian require the completion of a minimum of 90 quarter hours at a senior college or university. (The 8 quarter hours credit in military science awarded to those who have satisfactorily completed at least four months of military service is not applicable toward meeting this requirement.)

7. A student who has registered at Appalachian may take work at another accredited institution to be transferred to Appalachian. Before registering for such a course, the student must have the written permission of the dean of his college. In order to obtain this permission the student must first secure the proper form from the Registrar's Office to be signed by his dean.
8. Provided he is otherwise qualified for admission to graduate study, a senior at Appalachian State University who is within 12 quarter hours of graduation besides student teaching may apply to the Dean of the Graduate School for permission to carry up to 12 quarter hours of graduate course work while completing the baccalaureate degree. Such a student may not register for more than 15 quarter hours for a regular quarter nor 9 quarter hours for a five-week summer term. Credit earned in this manner may not be used to meet requirements for the baccalaureate degree and, at the same time, be applied toward a master's degree.

A senior who wishes to enroll in a graduate course as an elective for undergraduate credit requirements for a major for the baccalaureate degree may apply to the chairman of his department and the Dean of the Graduate School to do so. However, any graduate course approved for this purpose may not later be applied toward a master's degree.

Class Attendance

A student is expected to attend every meeting of his classes. If he must be absent, he should offer an explanation to the instructor. The instructor may or may not excuse the absence according to his own judgment. However, students who are absent for reason of officially representing the university (debate or athletic trips, for example) will be excused. Medical excuses will not be written by the Medical Center.

Change of Course

A student may add courses or change sections until the close of registration. To add a course the student must complete the drop-add form after it has been determined that the course is open. This is accomplished at the Registrar's Office. The student is given the duplicate copy of the drop-add form. This copy verifies his enrollment in the class and must be presented at the Registrar's Office in case he later wishes to drop the class.

To drop a course or to change sections, the student must complete a drop-add form. If the course and section being dropped are printed on his student schedule card, he must take it and the drop-add form to the Registrar's Office. If the course and section being dropped are not printed on

his student schedule card, he must present the duplicate copy of his drop-add form showing his original registration for the course.

Any student may officially drop a course within two weeks after the close of registration without indicating passing or failing. No grade points or hours are counted for an official drop during this period.

Any course officially dropped more than two weeks after registration closes for the quarter is assigned a grade of W or WF depending on whether the student was passing or failing, respectively. The student fills in the drop-add form and gets the instructor of the class to indicate WP or WF on the form. The instructor must also sign the form. The student must bring the form, his student schedule card (or duplicate copy of the drop-add form showing his original registration for the course) to the Registrar's Office to drop a course after the official drop period ends. If the grade is W, the hours are not counted and no entry is made on the permanent record. If the grade is WF, the hours are counted and the course is shown on the permanent record.

Courses dropped at any time without permission are recorded as F, and the hours are counted in computing the grade-point average. Within 30 days prior to the beginning of the examination period, a student may not drop a course passing.

Withdrawal From the University

A student who wishes to withdraw from the university for any reason must make arrangements with the Dean of Students prior to withdrawal. Permission to withdraw is required from the parents or guardians of unmarried students under 21.

Students who withdraw because of illness or extreme emergency will receive grades of W. Students who withdraw for reasons other than illness or extreme emergency will receive grades according to the policy outlined in the section titled "Change of Course."

Students who withdraw unofficially will receive grades of F.

Course Examinations

All scheduled examination periods will be met at the assigned time. A final examination period is provided during the final week of each quarter. After the schedule for examinations has been made, an instructor may not change the date or time of an examination without permission of the department chairman and dean. The instructor determines how he will utilize the assigned period, but all scheduled examination periods will be met at the assigned time. A student may take an examination outside of

the scheduled time only by permission of the instructor of the course. Permission is granted only in the case of emergency.

A student who is absent from a final examination because of an emergency takes the make-up examination at the convenience of the instructor.

Grade Reports

Final quarter grades are reported to the Registrar's Office not later than 48 hours after the examination in the course is given but not later than noon of the day following the last day of the examination period. Each instructor posts the grades of his students. At the end of each quarter a report of the student's grades is sent to his parents or guardian.

Classification

At the end of each quarter students are classified on the basis of quarter hours. All students who are admitted as regular first-year students or who have completed less than 45 quarter hours are classified as freshmen.

Students who have completed at least 45 quarter hours are classified as sophomores.

Students who have completed at least 90 quarter hours are classified as juniors.

Students who have completed 135 quarter hours are classified as seniors.

Academic Suspension

To continue at Appalachian a student must have the following grade-point averages and the following hours passed at the beginning of the quarters indicated:

	<i>G.P.A.</i>	<i>Hours</i>
Quarter 2	.60	—
Quarter 3	.90	—
Quarters, 4, 5, 6	1.50	35
Quarter 7	1.90	80
Quarter 8	2.00	90
(And following)		

Eligibility for continued enrollment or for readmission may be restored only by completion of sufficient work in the summer session at Appalachian.

The summer session will not count as a quarter in residence for the purpose of computing eligibility for continued enrollment or readmission.

Grade-point averages may not be raised by correspondence or credit from another school.

Students who entered Appalachian prior to the spring quarter, 1970, may choose to abide by academic retention regulations in effect at the time they entered. However, if they choose to do this, then they must also abide by the regulations concerning the repeat rule in force at that time which requires all grades to be counted in determining the student's grade-point average whenever a course is repeated. Once students transfer to the new regulations, they must continue under these regulations until completion of their program.

Requests for readmission following suspension for academic reasons should be sent to the dean of the college involved. Approval of requests is not automatic and will depend not only on academic records but also on evidence of growth and maturity.

Independent Study

Independent study is the term applied to the study of a subject not listed in the regular curricular offerings. Under the independent study program a student designs a project and then individually pursues his study under the auspices of an instructional staff member who serves as a consultant for the student during the course of his study. The vehicles for this are course numbers 248, 348, 548, and 648 depending on the level of the student. For information on independent study, the student should consult the dean of his college or the chairman of the department in which the independent study is to be done.

Individual Study

Individual study is the pursuit of a regularly listed course by a student without his attending classes on a regular basis. The student who wishes to pursue a course by individual study will secure the permission of the chairman of the department in which the course is offered.

Instructional Assistance Program

The instructional assistance program is designed for students interested in participating in, for academic credit, supervised experiences in the instructional process on the university level through direct participation in classroom situations. Students with junior or senior standing are eligible to participate in this program. For further information the student should contact the chairman of the department in which he wishes to engage in instructional assistance.

Programs of Foreign Studies

In order to more adequately fulfill its stated purposes as an institution of higher learning, Appalachian State University offers programs of foreign studies; the specific objectives of which may be expressed as follows:

1. To enlarge the students' horizons
2. To prepare students to live in a world that is becoming smaller and smaller
3. To enable students to become proficient in a foreign language
4. To aid students to understand the forces at work in the world
5. To enable students to reinforce their academic majors, especially majors in foreign languages, the humanities, and the social sciences
6. To provide for the enrichment of the students' general education requirements
7. To provide elective courses which will support the students' majors and/or professional goals.

Announcements of specific programs to be offered during summers are made during the Fall Quarter of the preceding year.

Credit by Examination

A student who wishes to take an examination for credit on a regularly listed course without registering for and taking the course will present his request to the chairman of the department in which the course is offered. A fee of \$20.00 is charged for such examinations and a receipt from the Cashier's Office must be shown to the department chairman before his final approval can be given. If the examination is passed, credit without grade will be noted on the student's transcript. If the examination is not passed, no notation is made on the transcript. In the case of freshmen who take advanced placement examinations during the freshman orientation period, the fee is waived.

Honors

To encourage scholarship the university officially recognizes students who distinguish themselves in scholarships. Honors Day is observed in a convocation of students and faculty during the spring quarter with an address by a distinguished speaker. The printed program contains the names of all students qualifying for scholastic honors, and each honor student is awarded a certificate.

Alpha Chi, a national scholastic fraternity, is open to not more than the top ten percent of the junior and senior classes who have a grade-point average of not less than 3.25.

Dean's List

Any quarter a student who carries at least 12 hours of work on which quality points may be computed and who attains a grade-point average of 3.20 or better is placed on the Dean's List of honor students for that quarter.

Honor Teaching

A student who shows exceptional initiative, scholarship, and excellence in student teaching may be designated and recognized as an Honor Teacher. The honor will be entered on his official record.

Graduation With Honors

To be eligible for graduation with honors a student must complete a minimum of six quarters or 87 quarter hours in residence at Appalachian. A grade-point average of 3.25 is required for graduating *cum laude*; a grade-point average of 3.65 is required for graduating *magna cum laude*; and a grade-point average of 3.85 is required for graduating *summa cum laude*.

Graduation

Degrees are conferred at the close of the spring and summer quarters. Candidates for degrees and/or teaching certificates must file application for degrees and North Carolina certificates on blanks provided by the Registrar on registration day of the quarter in which graduation requirements will be completed. At the time of filing the application all requirements except current work should be completed.

All candidates for degrees at any commencement are expected to be present to receive their degrees in person unless arrangements to graduate *in absentia* have been made with the Registrar or the Dean of the Graduate School.

Transcripts

Transcripts should be requested from the Office of the Registrar. Included in the fees paid by a student at each registration period is an amount to cover the cost of transcripts for life. Each student will receive a transcript

upon request free of charge. No more than three transcripts will be issued at any one time. Transcripts will not be issued if the student has an unsettled account with the university.

Enrollment, Fall Quarter, 1973

Freshmen	1,906
Sophomores	1,302
Juniors	1,699
Seniors	1,458
Special	239
Graduates	941
Extension	898
Total Number Enrolled	8,443

Degrees Conferred, 1973

	Spring 1973	Summer 1973
Bachelor of Arts	164	45
Bachelor of Music	23	4
Bachelor of Science	918	227
Bachelor of Science in Business Administration	208	54
Bachelor of Technology	18	7
Master of Arts	152	336
Specialist in Education	7	15
Total Number of Degrees Conferred	1,490	688



The General College

O. K. Webb, Jr., Dean

The General College supervises and administers academic advising and academic programs for students at the freshman and sophomore levels and administers the general education curriculum for students at all undergraduate levels. It also administers certain preprofessional programs.

The General College sponsors and administers several special programs:

Admissions Partnership Program

Honors Program

Office of Outdoor Programs

University Studies, including Watauga College

Upward Bound/Special Services

Advisement and Curriculum Supervision

All freshman students entering the university are enrolled in the General College. Transfer students who do not meet the admission requirements of a degree-granting college enroll in the General College until such requirements are met.

Although the General College is responsible for administering its students' academic affairs, policy decisions in such matters are made in cooperation with the dean of the college offering the courses in question.

The college's program of academic advising provides services for students during their first two years of college life. Advisors are drawn from the academic faculties, and they help students plan academic programs.

Although advisement is offered by the faculty on a systematic basis, advisement is voluntary on the part of the student. This means, however, that each student is strictly responsible for keeping up with his own curriculum so as to meet graduation requirements.

General Education

General education courses provide an integrated curriculum which covers broad areas of knowledge.

In addition to the general education courses, students in the General College also take preparatory courses for specialized training in their major and minor fields. It is important that the student be familiar with the degree requirements for the particular college from which he plans to graduate and to plan his program carefully. The specific requirements and course patterns for the different degrees are given in the sections of this catalog referring to the colleges which grant the degrees. The student is advised to consult these sections as he plans his program for the four years.

General Education Requirements 57-61 q.h.

Courses in communication, humanities, mathematics, social science, natural science, and behavioral science are designed to give a student competence in communications and logical thinking, a broad acquaintance with the various components of human knowledge, an understanding of our cultural and social heritage, and an opportunity to develop value judgments, constructive attitudes, and the ability to function purposefully in a democratic society.

For all bachelor's degrees, a student shall complete the following requirements in general education.

a. Communication 9 q.h.

English 100-110-120 either must be completed or proficiency at the level of the courses demonstrated by examination. If proficiency is demonstrated by examination, appropriate credit will be given without grade.

b. Humanities** 18 q.h.

Courses must be elected from at least three areas listed below. Two of the courses must be in literature. Approved courses in literature are marked with an asterisk.

Art 217, 218, 219, 220, 301, 302, 303, 304, 306

English, any course in literature at the 200 level or above (excludes 205, 217, 349, 361, 364, 365, 366, 461, 466, 467)

English 217 (counts as a separate area)

French 301*, 302*, 303*; 305, 306; 401*, 402*, 403*; 465*, 467*

Latin 301*, 302*, 303*

Music 217, 218, 219, 220 (251, 252, 253-351-352-353, majors only)

Philosophy, any courses subject to stated prerequisites

Religion, any course subject to stated prerequisites. The following satisfy the literature requirement: 202*, 203*, 302*, 304*, 407*

Spanish 301*, 302*, 303*; 305, 306; 401*, 402*, 403*; 461*, 465*, 467*

Speech 206, 217; 310, 311, 312; 406

c. Social Sciences 14 q.h.

History 101, 102 or 103, 104 either must be completed or proficiency at the level of these courses demonstrated by examination. If proficiency is demonstrated by examination, appropriate credit will be given without grade.

If a student has completed a year of European or world history in high school with an average of B or better, he may meet the general education requirement in history by electing History 221, 222 or 231, 232.

In addition, two courses must be selected from the list below.

The courses must be from different areas:

Anthropology 210, 235, 245, 315, 401

Any course in economics, subject to stated prerequisites

Geography 101, 102, 103; 221, 240

Any course in political science, subject to stated prerequisites

Any course in sociology, except 302, subject to stated prerequisites

Psychology 201, 202; 450, 451

d. Biological and Physical Sciences*** 9-12 q.h.

Courses must be selected from one of the areas listed below, subject to stated prerequisites:

Biology (except 107, 207, 303, 450, 451, 452, 457, 459)

Chemistry

Geology

Physical Science

Physics

e. Mathematics 4-5 q.h.

Mathematics 101, 107, 111, or 115 (recommended for business majors) must be completed or proficiency at the level of these courses demonstrated by examination. If proficiency is demonstrated by examination, appropriate credit will be given without grade.

- f. Physical Education 3 q.h.
Physical education activity courses

**Foreign language courses taken to meet other bachelor's degree graduation requirements may not serve to meet general education requirements.

***For music majors, this is satisfied by taking Physics 101 and 105; for art majors, this is satisfied by taking Physics 101 and 106.

Further requirements for the degrees are listed under the programs of the degree-granting colleges.

Preprofessional Programs

It is possible for a student at Appalachian to obtain preparation for admission to professional schools in other institutions. In most instances a student may take two or more years at Appalachian prior to transfer to the professional school. In every instance, the student should consult the catalog and with the admissions officer of the professional school as he plans his program. An advisor is available for each of the preprofessional programs listed below.

Legal

Law schools require a baccalaureate degree for admission. The degree may be either the Bachelor of Arts or the Bachelor of Science degree. No prescribed prelaw program is required by most law schools. Usually the need for a broad general education is emphasized. The student should choose his major in terms of his special interest in the field of law. It is recommended that his program include courses selected from economics and business, English, geography, history, mathematics, philosophy and religion, political science, science, sociology and speech. Participation in the forensics program should be helpful to the prelaw student.

Medical and Dental

All medical and dental schools require at least three years of satisfactory undergraduate work at an accredited college or university. Most state that, all other things being equal, preference will be given to those completing a bachelor's degree with an academic major. Medical and dental education requires a background in the humanities and should not be limited to the sciences. The particular courses the student takes are not as important a criterion for admission to medical schools as the way he

handles his undergraduate work. A B.A. curriculum should be followed. If they are not required in the program selected, the following courses should, nevertheless, be taken: Mathematics 111-112, 211; Chemistry 101-102-103, 201-202-203, 210; Biology 202, 307; Physics 101-102, 103; Psychology 201. Suggested electives: Mathematics 380; Chemistry 301; Biology 300.

Nursing

In cooperation with the University of North Carolina at Greensboro, Appalachian offers the first two years of a program leading to the Bachelor of Science in nursing degree. The following courses should be taken by students in this program: English 100-110; Biology 101-102-103, 301, 307, 308; Physical Science 101-102-103 or Chemistry 101, Physics 101-102; Sociology 120 or 201, and 110; Psychology 201, 301; Mathematics 380; humanities—3 courses; physical education activities—3 courses.

Pharmacy

A B.A. degree in pharmacy requires five years, three of which must be spent in residence at the school of pharmacy. The student should obtain a copy of the catalog of the school of pharmacy which he plans to attend and with his academic advisor adjust his course of study to meet his individual needs.

It is suggested that the prepharmacy student take Chemistry 101-102-103, 201-202-203, 210; Mathematics 107; Biology 202, 300, 301 or 307; English 100-110-120; Physics 101-102, 103; Economics 201-202-203.

Engineering

A student may take at Appalachian most of the work included in the first two years of engineering schools. It is important that the student who plans to pursue a program of studies leading to a degree in engineering be well prepared in mathematics and science. For this reason a beginning freshman who plans to follow this course of study must have a score of at least 600 on the SAT mathematics test.

The course of study for the freshman and sophomore years should include English 100-110-120; Physics 150-151, 152, 212; Industrial Arts 101-102-103; Chemistry 101-102-103; Mathematics 111-112-211-212-213 and 311-312; History 101, 102 or 103, 104; and Economics 201-202-203. The student should consult the catalog of the engineering school to which he plans to transfer and follow as closely as possible the course of study given there for his particular field of interest.

Forestry

In cooperation with North Carolina State University, Appalachian offers the first two years of a program leading to a bachelor's degree with a major in forestry.

It is suggested that the preforestry student take Chemistry 101-102-103; Biology 101-102-103; English 100-110-120; Mathematics 111-112-211-212; Economics 201-202-203; Physics 101-102, 103; and electives in social science and the humanities.

Students planning to transfer into the pulp and paper technology curriculum should take Chemistry 101-102-103, Physics 211, 212, 213; and should include Chemistry 201-202-203 in place of the sophomore electives.

Students planning to enroll in wood technology should take Chemistry 201-202-203.

Students planning to enroll in recreation and park administration are not required to take physics or calculus.

Students in the preforestry curriculum must start their program at North Carolina State University with the summer camp which is prerequisite to junior standing.

Admissions Partnership Program

This program, funded in part by the Carnegie Corporation of New York, is a five-year experiment in time-shortened degrees. It has several phases including one in which a selected cross section of high school seniors are admitted as regular freshmen on campus, a second in which Appalachian faculty members teach regular freshman courses on two high school campuses in adjoining counties to high school seniors. In effect these students bypass the academic work of their high school senior year. In a third phase a group of selected regularly admitted freshmen (who have completed high school) bypass the first year of college work, thus reducing the time needed for a baccalaureate by one year.

Office of Outdoor Programs

The Office of Outdoor Programs is a support facility which sponsors and equips experimental components of academic courses which can justify an outdoor instructional dimension to the curriculum. The expeditions are adapted from the Outward Bound program which the office coordinates as summer projects involving courses of 24-day length. In the Outward Bound program students and faculty alike attend any one of the several Outward Bound schools in the United States and some abroad. Students receive 6 quarter hours credit for completing one of the summer courses.

Upward Bound/Special Services

Upward Bound is a program aimed at giving encouragement and academic help to disadvantaged high school students in the region who have the potential to go to college but who likely would not do so without such concern and assistance. There are both an intensive program on the Appalachian campus during the summer and continued help to the students in their home high schools during the academic year.

Special Services offers special developmental assistance to disadvantaged students who are regularly enrolled at the university.

Both Upward Bound and Special Services are funded in part by the federal government.





Interdisciplinary Programs

The Honors Program

O. K. Webb, Jr., Director

The university offers an honors program designed specifically for superior students. Participation in any part of this program is by invitation only; however, a student may petition to participate by directing the request to the Director of the Honors Program.

The Honors Program at Appalachian is based on a twofold approach: general honors and departmental honors. General honors stresses an interdisciplinary or broad approach to learning, while departmental honors emphasizes depth. Course offerings in departmental honors are listed elsewhere in this catalog under the individual departments.

A general honors student will take a six quarter sequence of interdisciplinary seminars, each conducted by a team of professors. Academic credit for those seminars may be used for general education requirements, elective credit, or, in some cases, departmental requirements. A general honors student must maintain an overall grade-point average of 3.00 to remain in the program.

For further information regarding the Honors Program, contact the General College.

Courses of Instruction for General Honors

(For a description of the notation used in the following list of courses, see p. 80.)

191. The Nature of Man/(5).F.

An interdisciplinary seminar which will study selected literary and philosophical masterpieces concerning the nature of the individual, his behavior, and his sense of beauty. These subjects may be considered also from the point of view of religion and psychology, as well as philosophy.

192. Man and the Universe/(5).W.

An interdisciplinary seminar concerning the development of scientific thought and its impact on man's concept of the universe and man's relation with his environment. Several basic theories will be emphasized.

193. Human Organization/(5).S.

An interdisciplinary seminar dealing with man's struggle to understand his fellow man in social and political contexts by a study of selected social and political problems. The areas of history, political science, sociology, and cultural anthropology will be involved in this study.

291. Change and Continuity in Human Society/(5).F.

Studies in the origin and development of institutions and ideas which have changed and maintained human society.

292. Men and Movements in History/(5).W.

Studies in men such as Jesus Christ, Karl Marx, and Charles Darwin and of the way their ideas have influenced movements in history.

293. The Domain of the Arts/(5).S.

A correlated study of the arts which will involve a study of aesthetics, painting, sculpture, architecture, drama, and music.

Interdisciplinary Majors

The General Studies Program

The university offers an undergraduate degree program in general studies which is designed for those students whose educational needs are not best being served by their pursuing the existing major and minor programs leading to a baccalaureate degree. The general studies degree program provides for this type of student in that the student would not be required to complete a major or minor as they are presently established, but rather he would plan a program of study from courses offered by the university which he believes will best enable him to realize educational objectives which in turn best prepare him to attain his post-college goals.

To be admitted to the General Studies Program as a candidate for the Bachelor of Arts degree a student must have:

1. Completed at least 90 quarter hours.
2. A quality-point ratio of at least 2.00 (which must be maintained).
3. Completed English 100-110-120.
4. The approval of the director of the General Studies Program.

To earn the Bachelor of Arts degree in the General Studies Program, the following requirements must be met:

1. Completion of at least 183 quarter hours with an overall grade-point average of at least 2.00. A transfer student must have an overall grade-point average of at least 2.00 on all work at Appalachian.
2. Completion of general education requirements.

3. Completion (or demonstrated proficiency) of two years of a foreign language.
4. Admission into the General Studies Program prior to completing his last 45 quarter hours before graduation. A student must have an overall grade-point average of at least 2.00 on all work in his approved program of study in the General Studies Program.
5. Electives to complete 183 quarter hours.
6. Completion of residence requirements.
7. Compliance with regulations concerning satisfactory citizenship and settlement of all expense accounts.
8. Recommendation of the faculty.

For further information regarding the General Studies Program, contact the Office of Academic Affairs.

Individually-Designed Major in Business Administration

Through the College of Business, a student may elect to adopt an individually-designed major in business administration leading to the Bachelor of Science in Business Administration degree and consisting primarily of courses selected to fit his particular career objectives. Each individually-designed major has a core requirement consisting of Accounting 210-211, Economics 201-202-203, and Economics 375-376. In addition to these courses, 51 quarter hours of course work are selected in consultation with an advisor and with the permission of the Office of the Dean of the College of Business. These additional hours of course work constitute a contract between the student and the College of Business and must be formulated at least one academic year prior to the student's expected graduation date. For further information regarding this program, contact the Assistant Dean of the College of Business.

Science

A major in science leading to the Bachelor of Science degree and teacher certification must include Mathematics 107 and 111 or Mathematics 111 and 112; Biology 101-102-103; two of the following three sequences: Chemistry 101-102-103; Physics 101-102-103 or 150-151, 152; Geology 101-102-103; plus a concentration in one of the areas below.

A concentration in biology includes Biology 201, 202, 203, 204-205-206, 301, 307, 308, 309, 454, and 455; Chemistry 101-102-103; Physics 101-102, 103.

A concentration in chemistry includes Chemistry 101-102-103, 201, 210, 301, 404, and 17 quarter hours selected from other chemistry courses; Mathematics 111-112-211-212-213; Physics 101-102, 103 or 150-151, 152. A concentration in physics includes Physics 211, 212, 213, 301, 303, 320, 440, 441, 450, and 10 hours of electives in physics; Chemistry 101-102-103; Mathematics 111-112-211-212-213, 311-312.

A concentration in earth science includes Geography 215, 230, 240, 310, 311, 312, and Geology 311, 313, 341, and 16 hours of electives; plus either Chemistry 101-102-103 or Physics 101-102, 103.

For further information concerning the major in science, contact the Department of Biology.

Social Science

A major in social science leading to the Bachelor of Science degree and teacher certification consists of 87 quarter hours in social science including general education requirements in social science. This must include 33 quarter hours in history including History 101, 102, or 103, 104, and 201, 202, 215, 299, and 12 hours from other history courses. The social science major must complete Geography 101, 102, 103; Political Science 200, 201, 203; Sociology 120, 201 and Anthropology 210; and Economics 201-202-203. In addition, the social science major may complete a concentration of at least an additional 18 quarter hours in geography, political science, sociology and anthropology, or economics.

The social science major may elect to take a spread in the various fields of social science. If so, 18 hours of electives in social science will replace the 18 hours of concentration.

A concentration in geography for the social science major must include Geography 221, 230, 240, and 9 quarter hours of electives. The person taking a concentration in geography will take Geology 101-102-103 to satisfy the general education requirement in natural science.

A concentration in political science for the social science major must include courses from at least four areas of political science. Fifteen of the 18 hours in the concentration must be taken at the 300-400 level.

A concentration in sociology and anthropology of the social science major must include Sociology 302, Mathematics 380, and 12 quarter hours of electives in sociology and anthropology.

A concentration in economics of the social science major must include Economics 302, 310-311, and 9 quarter hours of economic electives.

For further information concerning the major in social science, contact the Department of Sociology and Anthropology.

Interdisciplinary Minors

Black Studies

The Black Studies minor is offered under the administrative direction of the General College as a start in meeting the needs of black students who seek to explore their heritage and white students who want to understand something of the black experience. The curriculum draws on a holding of nearly 2,000 books and periodicals in Belk Library and presently includes 36 quarter hours of offerings. The minor will consist of 24 quarter hours chosen from among the 36. Other courses deemed relevant by the student may count toward the minor with approval from the Dean of the General College.

Courses approved for the minor include: Anthropology 440 (Topics); English 212 (Black Literature); Geography 304 (Geography of Africa); History 241, 242 (History of Africa); History 455 (Selected Topics in Afro-American History); Religion 306 (Religions of the World); Political Science 478 (Government and Politics of Africa South of the Sahara); Sociology 450 (Race Relations); Independent Study (up to 6 hours for credit toward minor).

Irenology

A student may earn an undergraduate minor in irenology (peace studies) by successful completion of an interdisciplinary program of 25 quarter hours. A separate program of study is developed for each student, but each student's program must include the three interdisciplinary seminars listed below and at least one other course from each of the areas listed below.

I. Peace and War

History 440, Interdisciplinary Seminar (Philosophy, Science, History)

Anthropology 245

Political Science 473

Economics 305

Economics 452

Sociology 405

II. Peace and the Person

Anthropology 440, Interdisciplinary Seminar (Psychology, Philosophy, Sociology)

Sociology 320

Sociology 340

Psychology 451

III. Strategies of Peace

Economics 481, Interdisciplinary Seminar (Economics, Science,
Political Science)

Political Science 310

Political Science 457

Political Science 458

History 442

Geography 423

Approval of the program coordinator is required in order to enter the program. For further information concerning this program, contact the Office of the General College.

Latin American Studies

A student may earn an undergraduate minor in Latin American studies by successful completion of an interdisciplinary program which must include: (1) two years of college Spanish or Portuguese or the equivalent; (2) at least 24 quarter hours of appropriate work taken from the four disciplines of foreign languages, geography, history, and political science; and (3) interdepartmental seminar or appropriate research project. Courses which a student elects to count toward this minor cannot also be included in a major. The 24 quarter hours are to be selected from the following: Geography 302; History 231, 232, and 412; Political Science 452; Spanish 305, 306, 312, 401, 402, 403, and 467. For information concerning this program, contact the Department of History.

Planning

A student may earn an undergraduate minor in planning by successful completion of any interdisciplinary program of 26 quarter hours which must include: (1) Mathematics 380 if not otherwise required in his major program; (2) Geography 241, 242, 343, and 344; and (3) 12 quarter hours selected from the following outside the student's major program: Geography 240, 311, 330; Political Science 201, 203, 364; Sociology 330, 405, 450; Economics 455; Business Administration 485. For further information concerning the minor in planning, contact the Department of Geography and Geology.

University Studies

Watauga College

Watauga College is a residential college administered by the General College for a selected cross section of General College students who reside

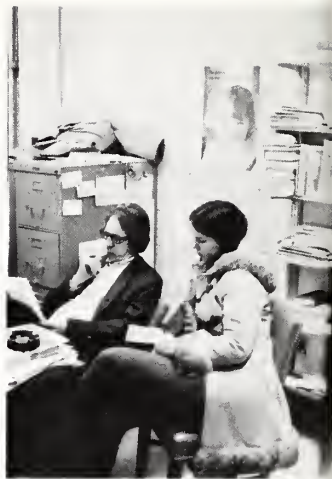
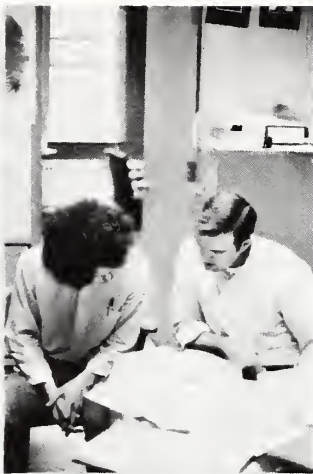
in one residence hall and take two-thirds of their academic work together in a multidisciplinary course combining humanities and social sciences. This work substitutes for equivalent general education requirements. Emphasis is given by the faculty not only to a multidisciplinary approach but to the development of a sense of community and self-awareness among the students as well as an involvement in related co-curricular projects. For further information on Watauga College, contact the Director of Watauga College, The General College.

The courses of instruction offered are as follows:

University Studies 101, 102, 103/(10, 10, 10).F,W,S.

A multidisciplinary study in the humanities and social sciences in which basic problems of civilization will be considered: problems of subsistence and survival; problems of living together; problems of ideology and aesthetic satisfaction. The courses count as general education credit.





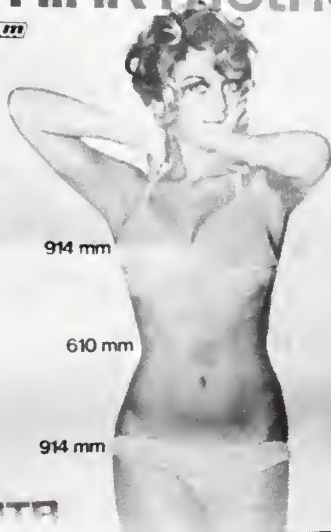
Down a litre



Drink metric

CIBT

Think metric



914 mm

610 mm

914 mm

CIBT



This is not a
foot it's 300 mm

Think metric

CIBT



The College of Arts and Sciences

William C. Strickland, Dean

In cooperation with other colleges of the university, the College of Arts and Sciences strives:

To provide a liberal education for all Appalachian students.

To offer instruction appropriate for specialization in the natural sciences, social sciences, humanities, and mathematics.

To prepare students for certain professions.

To prepare students for entrance into certain professional schools.

To prepare students for graduate study and research.

Departments

The College of Arts and Sciences consists of the following twelve departments:

Biology

Mathematical Sciences

Chemistry

Philosophy and Religion

English

Physics

Foreign Languages

Political Science

Geography and Geology

Psychology

History

Sociology and Anthropology

Degrees Offered

The College of Arts and Sciences offers the Bachelor of Arts degree with a major in each of these twelve departments. In cooperation with the College of Education it offers the Bachelor of Science degree with teacher certification in biology; chemistry; English; French; history; mathematics; physics; Spanish; science with concentration in biology, chemistry, earth science, or physics; and social science with concentration in geography, political science, or sociology and anthropology.

To be admitted to the College of Arts and Sciences as a candidate for a baccalaureate degree a student must have:

1. Completed at least 90 quarter hours.
2. A quality-point ratio of at least 2.00 (which must be maintained).
3. Completed English 100, 110, 120.
4. Been accepted by a department in the college as a major in that department.

A student who is a candidate for a teaching certificate must be admitted to the teacher education program by the chairman of the Department of Secondary Education.

Bachelor of Arts Degree

To earn the Bachelor of Arts degree in the College of Arts and Sciences, the student must meet the following requirements:

1. Completion of at least 183 quarter hours with a grade-point average of at least 2.00. A transfer student must have at least a 2.00 grade-point average on all work at Appalachian.
2. Completion of general education requirements.
3. Completion of 9 quarter hours of a second year of foreign language or higher. The Department of Foreign Languages places students at the level which they are prepared to perform regardless of previously earned units.
4. Completion of a major consisting of 36 to 55 quarter hours from one of the fields listed below:

Biology	Mathematics
Chemistry	Philosophy and Religion
Economics*	Physics
English	Political Science
French	Psychology
Geography	Sociology and Anthropology
Geology	Spanish
History	

*In cooperation with the Department of Economics, which is a part of the College of Business, the College of Arts and Sciences offers the Bachelor of Arts degree in economics. For additional requirements, see the Department of Economics.

A student must have at least a 2.00 grade-point average on all work in the major at Appalachian. A transfer student must complete at least 12 quarters hours of work in his major at Appalachian and must have

at least a 2.00 grade-point average on all work in the major at Appalachian. *Specific requirements for each departmental major preface the list of courses offered by the department.*

5. Completion of a minor consisting of 18 to 27 quarter hours from a department other than the departments of administration, supervision and higher education, childhood education, counselor education and reading, and secondary education. A transfer student must complete at least 6 quarter hours in his minor at Appalachian.
6. Electives to complete 183 quarter hours.
7. Completion of residence requirements.
8. Compliance with regulations concerning satisfactory citizenship and settlement of all expense accounts.
9. Recommendation of the faculty.

Meeting graduation requirements is the student's responsibility.

A candidate for the Bachelor of Arts degree may qualify for a teaching certificate by admission to professional education courses through the chairman of the Department of Secondary Education and by completing all academic and professional education requirements for certification.

Bachelor of Science Degree (with teacher certification; B.S. "b" program)

For the requirements for the Bachelor of Science degree with teacher certification (B.S. "b") see page 170.

Interdisciplinary Minors

Latin American Studies

A student may earn an undergraduate minor in Latin American studies by successful completion of an interdisciplinary program which must include: (1) two years of college Spanish or Portuguese or the equivalent; (2) at least 24 quarter hours of appropriate work taken from the four disciplines of foreign languages, geography, history, and political science; and (3) interdepartmental seminar or appropriate research project. Courses which a student elects to count toward this minor cannot also be included in a major. The 24 quarter hours are to be selected from the following: Geography 302; History 231, 232, and 412; Political Science 452; Spanish 305, 306, 312, 401, 402, 403, and 467. For information concerning this program, contact the Department of History.

Planning

A student may earn an undergraduate minor in planning by successful completion of any interdisciplinary program of 26 quarter hours which must include: (1) Mathematics 380 if not otherwise required in his major program; (2) Geography 241, 242, 343, and 344; and (3) 12 quarter hours selected from the following outside the student's major program: Geography 240, 311, 330; Political Science 201, 203, 364; Sociology 330, 405, 450; Economics 455; Business Administration 485. For further information concerning the minor in planning, see page 74.

Courses of Instruction

Courses are listed in numerical order by departments, which are listed in alphabetical order. Courses numbered 100 to 199 inclusive are normally offered for freshmen; 200 to 299 for sophomores; 300 to 399 for juniors; 400 to 499 for seniors; 500 to 599 for graduate students with the approval of advisor; and 600 and above for graduate students. Courses open to lower classes are also open to upper classes.

The figure in brackets preceding a course title indicates the course number used in the catalog of 1973-74.

The figure in parentheses after the course title tells the credit in quarter hours; for example, the figure (3) means three quarter hours.

Quarters of the year in which the course is offered are represented by symbols: "F" for fall quarter, "W" for winter quarter, "S" for spring quarter, "SS" for summer session, "Ex" for extension.

A hyphen in the course number, credit, and quarters of the year in which the course is offered indicates that course extends through two or more quarters and that the preceding quarter must be completed before the following quarter can be taken.

The comma in the course number, credit, and quarters indicates that the course is continuous but that one quarter may be taken independently of another.

The semicolon in the quarters offered indicates that the course is a one quarter course and is repeated in a subsequent quarter. If the course is a two or three quarter sequence, the semicolon in the quarters offered indicates that all courses listed are normally taught in the quarters indicated.

Special requirements for admission to a course are stated after the word *prerequisite*.

The administration reserves the right to withdraw any course for which there is insufficient enrollment.

Department of Biology

I. W. Carpenter, Jr., Chairman

The objectives of the Department of Biology are to provide a cultural background in the life sciences as a part of every student's general education; to prepare students to teach biology; to prepare students to meet admission requirements of professional schools; to prepare professional biologists; to provide courses in biology for teacher certification in other areas such as home economics, physical education, and science.

A major in biology leading to the Bachelor of Arts degree consists of 38 quarter hours in biology in courses numbered above the 100 level. This must include 201-202-203, 204-205-206, 20 quarter hours in electives in biology. In addition, the biology major must take Chemistry 101-102-103, Physics 101-102, 103, and Mathematics 107 and 111 or Mathematics 111 and 112.

A minor in biology consists of 18 quarter hours above 100 level courses, including 201-202, 204-205, and 6 quarter hours in electives in biology.

A major in biology leading to the Bachelor of Science degree and teacher certification consists of 40 quarter hours above the 100 level. This must include 201-202-203, 204-205-206, 300, 307, 308, 309, 454, 455 or 301. In addition, the biology major must take Chemistry 101-102-103, Physics 101-102, 103, and Mathematics 107 and 111 or Mathematics 111 and 112.

For the curriculum for a major in science and concentration in biology leading to the Bachelor of Science degree and teacher certification, see page 170.

A major in biology for the Master of Arts degree for secondary teachers requires a minimum of 45 quarter hours credit with a thesis or 54 hours without a thesis. Thirty-six of the credits must be in biology and include Biology 454, 455, 500, 501, 503, 505 or 506, and 514. Twelve hours credit are required in education.

A major in biology for the Master of Arts degree in the junior college teaching program requires the same as above except only two courses are required in education.

A major in biology for the Master of Science degree requires 45 hours in biology including a thesis. Required courses include Biology 454, 500, and 550.

A major in biology for a Specialist in Science degree consists of a minimum of 36 quarter hours in biology. Required courses include 610 and 648. For further information see the Graduate School section of this catalog.

Courses of Instruction in Biology and General Science

(For a description of the notation used in the following list of courses, see p. 80.)

Biology

101-102-103. Introduction to Life Science/(3-3-3).F-W-S;SS.

A survey of living organisms and their relationship to each other and to their environment. Study of topics from morphology, physiology, embryology, and genetics with particular reference to man and healthful living. Lecture two hours, laboratory two hours.

107. Biology/(4).F;W;S;SS.

An experimental approach to the basic concepts of life science that are applicable to the elementary school curriculum. *Restricted to elementary education majors.* Lecture three hours, laboratory two hours.

201. Invertebrate Zoology/(3).F.

The taxonomy, morphology, and physiology of the invertebrates. Prerequisite: Biology 101-102-103. Lecture two hours, laboratory two hours.

202. Vertebrate Zoology/(3).W.

The taxonomy, anatomy, physiology, and natural history of the vertebrates. Prerequisite: Biology 101-102-103. Lecture two hours, laboratory two hours.

203. Animal Ecology/(3).S.

A study of ecological principles, interrelationships, environmental factors, and distribution of animals. Prerequisite: Biology 101-102-103. Lecture two hours, laboratory two hours, 2nd field work.

204. Introductory Botany/(3).F.

Historical backgrounds of botany, principles of cytology, physiology, anatomy,

and morphology of the seed plants. Prerequisite: Biology 101-102-103. Lecture two hours, laboratory two hours.

205. Survey of Plant Kingdom/(3).W.

A phylogenetic approach of the reproduction, anatomy, and morphology of representative plants from each division. Prerequisite: Biology 204. Lecture two hours, laboratory two hours.

206. Phytoecology/(3).S.

Principles of phytoecology covering such major topics as plant succession, plant communities, water relations, energy flow, natural vegetation, plant geography and economic botany. Prerequisite: Biology 204, 205. Lecture two hours, laboratory two hours.

207. Economic Biology/(3).F.

A study of plants and animals as they affect food, clothing, and shelter. *For home economics majors only.* Lecture two hours, laboratory two hours.

248. Independent Study/(1-6).F;W;S;SS.

300. Cellular Physiology/(3).F;W;SS.

A study of the fundamental physiological processes at the cellular level. Prerequisite: Biology 101-102-103 and Chemistry 101-102-103. Lecture two hours, laboratory two hours.

301. Introductory Animal Physiology/(4).W;S.

Fundamental principles of animal physiology. Prerequisites: Biology 101-102-103 and Chemistry 101-102-103. Lecture three hours, laboratory two hours.

303. Non Vascular Cryptograms/(3).F.

A morphological and taxonomic investigation of the Algae, Liverworts, and Mosses. Techniques of identification, collection, and preservation will be stressed in the laboratory. Lecture two hours, laboratory two hours.

304, 305. Systematic Botany/(3,3).

W,S.

The general principles of the taxonomy of the vascular plants utilizing elements of the local flora as laboratory material in the consideration of identification, nomenclature, classification, and evolutionary mechanisms. Prerequisite: Biology 204. Lecture two hours, laboratory two hours (each course).

306. Comparative Entomology/(3).F.

A comparative survey of the Insecta and related arthropods with an emphasis on morphology and systematics. Methods of collecting and preserving insects are covered. Prerequisite: Biology 101-102-103 or permission of instructor. Lecture two hours, laboratory two hours.

307. Vertebrate Anatomy/(4).F;W.

A comparative study of the origin, evolution, and present condition of the vertebrate structures. Prerequisite: Biology 201-202-203. Lecture three hours, laboratory two hours.

308. Bacteriology/(4).F;S;SS.

A study of the morphology and physiology of bacteria and their relation to man. Prerequisite: Biology 101-102-103 and Chemistry 101-102-103. Lecture three hours, laboratory two hours.

309. Embryology/(3).W;S.

Gametogenesis, fertilization, and structural development of the vertebrate embryo. Prerequisite: Biology 101-102-103. Lecture two hours, laboratory two hours.

310. Marine Biology/(3).S.

Introduction to the more common marine organisms, including morphology, physiology, taxonomy, ecology, and economic aspects. Lecture two hours, laboratory two hours. To be offered in alternate years. Prerequisite: Biology 201, 202, 203.

318. Outdoor Recreation: An Ecological and Behavioral Approach/(3).S.

This course is designed to teach the recreation manager to better understand the complex interactions between the recreation resource and the human user. Recreation is described and studied as need-fulfilling behavior which can be enhanced by an understanding of the biological entities (flora and fauna) and their ecological relationships. (Same as Psychology 318.)

348. Independent Study/(1-6).F;W;S;SS.

349. Instructional Assistance in Biology/(1-2).F;W;S;SS.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Grading will be on a satisfactory-unsatisfactory basis only. Prerequisite: Junior or senior standing.

350. Biological Science Investigations/(5).S.

A course designed expressly for elementary majors who choose their academic concentration in science. Topics from modern biology which are introduced in the upper elementary school will be stressed. Prerequisite: Biology 107 and Physical Science 101-102-103. Lecture four hours, laboratory two hours.

450. Nature Study/(3).SS.

Observation of common plants and animals, methods of collecting, organizing, and presenting nature study materials in the grades. Not open to biology majors for credit.

451. Ornithology/(3).S;SS.

An introduction to the anatomy, physiology, behavior, ecology, and identification of birds. Lecture two hours, laboratory two hours. Early morning and at least one Saturday all-day field trips are required.

452. Microtechnique/(3).W;SS.

Technical methods used in preparing materials for microscopic study; practical training in preparation of permanent slides of small organisms and tissue of higher organisms. Lecture two hours, laboratory four hours. Offered 1974 SS.

453. Histology/(3).W;SS.

Microscopic anatomy of the vertebrate body, including a study of the principal tissues and organs. Prerequisite: Senior standing and 24 quarter hours of undergraduate biology. Lecture two hours, laboratory two hours.

454. Genetics/(3).F;S;SS.

A study of principles of variation and heredity governing plants and animals with special reference to man. Prerequisite: Biology 101-102-103.

455. Plant Physiology/(4).F;S;SS.

A study of the basic principles of plant physiology and fundamental processes such as cell properties, water relations, growth, photosynthesis, respiration, and mineral nutrition. Prerequisite: Biology 204-205-206 and Chemistry 101-102-103. Lecture three hours, laboratory two hours. Offered 1974 SS.

457. Ichthyology/(3).S;SS.

Taxonomy, distribution, and ecology of fresh-water fishes of eastern North America. Management practices will be emphasized. Prerequisite: Senior standing and 24 hours of undergraduate biology. Offered 1974 SS.

458. Radiation Biology/(3).W;SS.

A study of the use of radioisotopes in biological systems. Laboratory six hours.

459. Mammalogy/(3).W;SS.

The natural history, adaptations, taxonomy, and economic importance of mammals. Lecture two hours, laboratory two hours. Field projects are required. Offered in alternate years. Offered 1974 SS.

**480. Field Biology of Continental
U.S.A./ (9).SS.**

Ecological investigations of major habitats in the U.S.A. Prerequisite: 24 hours in biology and consent of the instructor.

Graduate Courses

**500. Bibliography and Research/(3).
F;SS.**

A study of bibliographical problems, types of research, the literature and methods of scientific writing. Required in the first quarter of beginning graduate students.

**501. Advanced Animal Ecology/(3).
F;SS.**

Population analysis, population dynamics, simulated environments, community ecology, wildlife management, and environmental modifications and adaptations. Lecture two hours, laboratory two hours.

502. Fresh Water Biology/(3).SS.

A study of the physical, chemical, and biological factors affecting productivity in lakes, ponds, and streams. Largely a field course dealing with various approved methods of studying fresh water. Lecture two hours, field work two hours.

503. Bacteriology of Water, Milk, Food, and Sewage/(4).W;SS.

Laboratory and field methods dealing with the sanitary aspects of foods and food handling; sources and kinds of bacteria in milk, water, and sewage with their sanitary significance. Prerequisite: 3 hours of undergraduate bacteriology. Lecture three hours, laboratory two hours.

504. Taxonomy of Vascular Plants/(3).SS.

A study of the gross structure, reproduction, and development of the spermatophytes. Special emphasis is placed upon the classification and nomenclature of the spermatophytes. Lecture two hours, field work two hours.

505. Animal Physiology I/(3).W;SS.

Physiology of the sensory, nervous, muscular, and circulatory systems; laboratory experiments, reports and readings. Lecture two hours, laboratory two hours.

506. Animal Physiology II/(3).S;SS.

Physiology of respiration, elimination, excretion, reproduction, and hormone coordination. Lecture two hours, laboratory two hours. Offered 1974 SS.

509. Evolution/(3).W;SS.

Evidences of organic evolution will be considered and evaluated from the paleontological, morphological, and physiological standpoints. Offered in alternate years (SS. 1974).

510. Entomology/(3).S;SS.

Biology and systematics of the Insecta and related Arthropoda with emphasis on techniques of collecting, rearing, and identifying common insects. Collection required. Lecture two hours, laboratory two hours.

512. Local Flora/(3).SS.

A course designed specifically for elementary school teachers. A study of the common flora and economic plants of North Carolina including the collection, common name identification, and methods of preservation. Lecture two hours, laboratory and field work two hours.

514. Plant Anatomy and Morphology/(3).S;SS.

A general survey of the external and internal structure of plants; detailed study of anatomy and morphology of representative plants from all the divisions. Lecture two hours, laboratory two hours. Offered 1974 SS.

515. Plant Ecology/(3).SS.

A study of units of vegetation and plant succession; factors of the habitat; soils and climate; taxonomy of local flora and preparation of the herbarium material. Lecture, laboratory, and field work five hours.

517. Parasitology/(3).F;SS.

A survey of protozoan, helminthic and arthropod parasites with emphasis on causation and prevention of disease. Lecture two hours, laboratory two hours. Offered 1974 SS.

520. Developmental Biology/(3).S;SS.

An investigation of fundamental patterns and principles of the development of organisms. The establishment of form and function is examined as an expression of the genetic endowment of the organism. Prerequisite: Biology 454.

522. Cryptogamic Botany/(4).S.

Taxonomy, morphology, and ecology of the cryptogamic flora exclusive of the fungi. Lecture three hours, laboratory two hours.

524. Advanced Plant Physiology/(4).F.

An advanced treatment of the physiology of growth and development of higher plants, with emphasis on the biochemistry of the essential elements. Prerequisite: Biology 455.

530. Seminar/(1).F;W;S.

Presentation of one research paper for each year of full-time graduate study. One hour credit given during quarter in which paper is presented. Required of all graduate students.

535. History of Biology/(3).S;SS.

A survey of the history of biology with special emphasis upon experiments which have led to the discovery of the more important biological principles and concepts. Offered 1974 SS.

548. Independent Study/(1-6).F;W;S;SS.
(Limit of eight hours credit.)

550. Master's Thesis/(6).F;W;S.

601. Biogeography/(3).F.

The biological, climatological, geographic, and geological factors which affect the distribution of animal and plants. Patterns of distribution will be studied in relation to various sizes of geological units.

603. Advanced Invertebrate Zoology/(3).S.

Morphology, physiology, life cycles, systematics, and ecology of invertebrates (exclusive of insects). Lecture two hours, laboratory two hours.

605. Mycology/(3).S.

An investigation of the fungi with particular reference to the techniques of working with these organisms. Lecture two hours, laboratory two hours.

607. Plant Growth and Development/(4).W.

Growth regulatory substances, morphogenetic stimuli, quantitative inter-

pretations of growth, totipotency and diversification in cultured cells. Lecture three hours, laboratory three hours.

610. Advanced Seminar in Current Research Topics/(3).W.

Lectures, readings, and discussions dealing with biological principles and theories.

614. Current Topics in Cell Physiology/(4).F.

Recent advances in physiology at the subcellular level. Lecture three hours, laboratory two hours.

618. Advanced Bacteriology/(4).W.

Modern techniques and procedures in bacteriology, including instrumental and biochemical methods of analysis and interpretation of data.

624. Insect Physiology/(4).S.

Special physiological processes peculiar to insects and other arthropods. Lecture three hours, laboratory two hours.

648. Advanced Independent Study/(3-6).F;W;S;SS.

Student selects an area of investigation which must be approved by instructor and advisor.

*Approved Electives From
Chemistry*

454-455. Biochemistry

506-507. Organic Reaction Mechanisms

General Science

401. Methods of Elementary School Science/(3).F;W;S.

A survey of scientific principles and concepts suitable for the elementary grades. Emphasis is placed upon the construction of units for the various grade levels, methods of teaching these units, related demonstrations and experiments, and the correlation of the science units with other instructional areas.

**450. Science in the Elementary School/
(3).SS;Ex.**

A course designed for teachers with limited science background. Basic concepts, use of simple materials for demonstrations, and the problem solving approach are stressed. Lecture and demonstration three hours. Available as a workshop.

**507. Science in the Junior High School/
(3).SS;Ex.**

A laboratory course designed to aid junior high school personnel in de-

veloping an experimental approach to science. Emphasis will be placed upon personnel gaining appropriate skills and academic competency to motivate open-ended investigations for groups and individuals. Available as a workshop.

**510. Environmental Education/(3).
S;SS;Ex.**

A study of environmental problems relevant to man. Designed primarily for elementary education majors.

Department of Chemistry

George B. Miles, Chairman

The objectives of the Department of Chemistry are:

1. To prepare students to teach chemistry at the high school and junior college levels.
2. To prepare students for continuing their study of chemistry at the graduate level.
3. To prepare chemistry graduates for careers in industry and scientific research.
4. To provide supporting and/or enriching courses in other areas.

A major in chemistry leading to the Bachelor of Arts degree consists of 47 quarter hours above the General Chemistry (101-102-103). The required courses are Chemistry 201-202-203, 210, 301-302-303, 400, 404, and 410 and 12 quarter hours selected from other chemistry courses. The chemistry major must take Physics 150-151, 152; an additional 9 to 12 hours in either biology (300, 301, 308, 454 recommended), geology, or physics (470 and 471 not accepted) and Mathematics 111-112-211-212-213. A minor in chemistry consists of 18 quarter hours above general chemistry. (Chemistry 210 recommended.)

A major in chemistry leading to the Bachelor of Science degree and teacher certification consists of 32 quarter hours above general chemistry. The required courses are Chemistry 201, 210, 301, 404 and 17 quarter hours selected from the other chemistry courses. The chemistry major must take a year of physics, Biology 101-102-103 and Mathematics 111-112-211-212-213.

For the curriculum for a major in science and concentration in chemistry leading to the Bachelor of Science degree and teacher certification see page 170.

In the Master of Arts degree in the junior college teaching program, a major in chemistry consists of a minimum of 45 quarter hours of credit. The 45 quarter hours credit includes a thesis for 6 hours credit (Chemistry 550). A minimum of 6 quarter hours credit is required in education and psychology (12 quarter hours credit required for secondary certification). The following chemistry courses are required: 450 or equivalent, 460, 502 (to be taken fall term of first year), 504, 506, 510, 513 or 514, and 550. In the Master of Science degree program, a major in chemistry consists of 45 quarter hours of courses including 6 quarter hours credit for research and thesis (Chemistry 550). The following chemistry courses are required of all candidates for this degree: 450 or equivalent, 504, 506, 510, 513 or 514, 530 and 550. The remaining quarter hours, for a total of 45 quarter hours, will be elected from courses in chemistry numbered 450 and above, Physics 453 and Mathematics 461 and 462.

All graduate students are required to participate in weekly seminar discussion periods each quarter in residence.

All master's degree candidates must pass comprehensive examinations in the four major fields of chemistry: inorganic, organic, analytical, and physical. Each must present and defend his thesis before the chemistry faculty.

Courses of Instruction in Chemistry and Physical Science

(For a description of the notation used in the following list of courses, see p. 80.)

Chemistry

101-102-103. General Chemistry/ (4-4-4).F-W-S.

A study of the fundamental principles of chemistry emphasizing modern atomic theory, the structure and behavior of atoms, and the classification of chemical substances derived from their properties, structure, etc. Lecture three hours, laboratory three hours.

Laboratory sections numbered below 80 are designed to augment the information presented in the lectures and

to meet the needs of students in all curricula.

Laboratory sections numbered above 80 are designed to provide an opportunity for the student to engage in more individually oriented experiments requiring an interest above the ordinary.

Students, *regardless of their curriculum*, are free to elect either laboratory in any of the three terms within the year. Each student is judged on the basis of performance in the laboratory *he or she has chosen*.

111-112-113. Applied Science/(5-5-5).

F-W-S.

A study of fundamental principles of science. Fundamentals of inorganic, physical, organic, and biochemistry. Basic principles of mechanics, heat, electricity, and magnetism. Credit only for home economics majors. Lecture three hours, laboratory four hours.

201-202-203. Organic Chemistry/(4-4-4).

F-W-S.

Organic chemical theory as related to structure and methods of determining structure and reaction processes introduced in Chemistry 201. Functional group and type compounds used to extend the study into a survey of organic chemistry in Chemistry 202 and 203. Laboratory practices in class reactions and synthesis. Prerequisite: Chemistry 101-102-103. Lecture three hours, laboratory three hours.

210. Quantitative Analysis/(4).S.

An introduction to analytical chemistry, including equilibria, Beer's law, and oxidation reduction reactions; the basic methods of quantitative analysis are introduced and practiced with laboratory unknowns. Prerequisite: Chemistry 101-102-103. Lecture three hours, laboratory three hours.

248. Independent Study/(1-6).

F;W;S;SS.

**301-302-303. Physical Chemistry/
(4-4-4).F-W-S.**

Chemistry 301—Mathematical treatment of the theories underlying the thermodynamic properties and behavior of gases, liquid, and solids. Chemistry 302 and 303—The treatment of electrochemistry, kinetic theory, chemical kinetics, photochemistry, quantum mechanics, molecular structure methods (photometric, electrometric, infrared, x-ray diffraction, nuclear magnetic resonance), colloid chemistry, and nuclear chemistry. Prerequisites: Mathe-

matics 213 and a year of physics. Lecture three hours, laboratory three hours.

307. Scientific Glass Blowing/(1).S.

Provides the student with an opportunity to learn the properties of scientific glasses with respect to performing simple glass working operations. Prerequisite: Chemistry 103 and permission of the instructor. Laboratory three hours. This course will be graded on a satisfactory-failure basis only.

**310. Introduction to Chemical
Literature/(1).S.**

Introduction to the nature and extent of the chemical literature. Individual library investigations and assignments in primary, secondary, and tertiary sources of information. Lecture one hour.

348. Independent Study/(1-6).

F;W;S;SS.

**349. Instructional Assistance in
Chemistry/(1-2).F;W;S;SS.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Grading will be on a satisfactory-unsatisfactory basis only. Prerequisite: Junior or senior standing.

400. Senior Research/(3).F,W,S.

A laboratory research project under the supervision of a staff member. A written report of the results to be submitted to the chemistry faculty at the end of the quarter. Chemistry major with senior standing.

401. Analytical Chemistry/(4).W.

A study of some modern methods of separation and determination, including ion exchange, liquid-liquid extraction, and absorption chromatography. Prerequisite: Chemistry 210. Lecture three hours, laboratory three hours.

404. Inorganic Chemistry/(3).W.

A study of the elements and their compounds based upon the periodic properties of the elements and other topics. **Lecture** three hours. Prerequisite: Chemistry 101-102-103.

410. Senior Seminar/(1).F,W,S.

Weekly seminar meetings jointly with faculty and graduate students. One formal presentation on topic of current interest and importance in chemistry. Chemistry major with senior standing.

450. Qualitative Organic Analysis/(4).F.

A systematic procedure for the identification of organic compounds. Laboratory practice in identifying pure organic compounds and mixtures. Prerequisite: Chemistry 201-202-203. **Lecture** two hours, laboratory six hours.

452. Instrumental Methods of Analysis/(4).F.

A study of some of the modern instrumental methods of analysis, including electrochemistry, spectrophotometry, magnetic resonance spectroscopy, and mass spectrometry. Prerequisite: Chemistry 210. **Lecture** three hours, laboratory three hours.

453. X-ray Analysis of Crystal Structure/(4).S.

Introduction to the theory of space groups and x-ray diffraction by crystalline solids. Laboratory work in the application of principles. Prerequisite: Analytical Geometry, Differential and Integral Calculus, Physics 150-151, 152. **Lecture** three hours, laboratory three hours.

454-455. Biochemistry/(4-4).W-S.

Properties and metabolism of carbohydrates, lipids, and proteins; chemistry of body fluids; biologically active compounds. Prerequisite: Chemistry 201-202-203. **Lecture** three hours, laboratory three hours.

457. Laboratory Preparations/(1).F,W,S.
Three hours of laboratory.

460. History of Chemistry/(3).S.

A study of the development of chemistry as a science with emphasis on the development of basic concepts, ideas, and theories. **Lecture** three hours. Prerequisite: a year of General Chemistry.

Graduate Courses

502. Chemical Literature/(1).F.

To be taken fall term of first year. **Lecture** one hour.

504. Chemical Bond Theories/(3).F.

506-507. Organic Reaction Mechanisms/(3-3).F-W.

510. Chemical Thermodynamics/(3).W.

511. Quantum Chemistry/(3).W.

Prerequisite: Chemistry 301-302-303.

513. Optical Methods of Chemical Analysis/(4).W.

Prerequisite: Chemistry 452. **Lecture** three hours, laboratory three hours.

514. Electrical Methods of Chemical Analysis/(4).S.

Prerequisite: Chemistry 452. **Lecture** three hours, laboratory three hours.

520. Chemical Kinetics/(3 or 4).F.

Lecture three hours, laboratory three hours (optional).

530. Advanced Inorganic Chemistry/(3).S.

540. Selected Topics/(1-6). On demand.

**548. Independent Study/(1-6).
F;W;S;SS.**

550. Master's Thesis/(6).F;W;S;SS.

Physical Science

101-102-103. Man and His Physical Environment/(3-3-3).F-W-S.

An integrated perspective of the physical science, study of selected topics

such as systems of measurement, the expanding universe, structure of the earth, kinetic molecular theory of elements and compounds, structures and utilization of atoms. The role of science in the development of civilization. Lecture two hours, laboratory two hours.

Department of English

Loyd H. Hilton, Chairman

The aim of the Department of English is to give students competency in written and oral composition and in the interpretation and appreciation of literature. To this end, all students are required to take or be exempted from the freshman English series 100-110-120. (*This sequence is a prerequisite to all other courses in English.*)

A major in English leading to the Bachelor of Arts degree consists of 54 elective hours in English above the freshman level, 12 of which may be applied toward satisfying the general education humanities requirement. Although no course in English above the freshman level is specifically required, at least 36 hours of the work must be done at the 300 level or above. Upon acceptance into the upper division as a major, the student should consult his English advisor for help in planning a program of study appropriate to his particular need and objectives.

A minor in English consists of 27 elective hours in English above the freshman level, 12 of which may be applied toward satisfying the general education humanities requirement.

A major in English leading to the Bachelor of Science degree and teacher certification consists of 54 elective hours in English above the freshman level, 12 of which may be applied toward satisfying the general education humanities requirement. Although no course in English above the freshman level is specifically required, at least 36 hours of the work must be done at the 300 level or above. Required also for the teaching degree are Secondary Education 462 and 9 hours of a foreign language beyond the elementary course. Since teacher certification in English requires a balanced preparation in several areas, each student will be provided information indicating current state and professional guideline requirements, as well as a list of courses appropriate to each guideline. Although it is the student's responsibility to meet the guideline requirements, he is expected to work closely with his English advisor in planning and fulfilling a suitable program of studies.

Three programs are offered leading to the Master of Arts degree in English. Two are in teacher preparation—the junior college program and the secondary school program—and require certain courses in education. The third program, the academic, is composed of courses in English alone or with an optional minor in a related field other than education.

For the Master of Arts degree for the junior college program and the secondary school program, a minimum of 36 quarter hours (33 including a thesis) of English must be offered, including English 500, Bibliography and Research, and a program of electives to be chosen by the student in consultation with his graduate advisor in English. In addition, for the junior college program, 6 hours of education are required, and for the secondary school program, 12 hours of education are required.

For the academic Master of Arts degree, a minimum of 45 quarter hours of graduate credit must be offered. These may include a minor of up to 9 quarter hours in a related discipline. They also will include 6 quarter hours credit for the thesis, which is required, and 3 quarter hours for English 500, Bibliography and Research, which is also required. In consultation with his graduate advisor in English, the student should plan for a minimum of 27 quarter hours of electives in English. In addition to course work, each candidate will demonstrate proficiency in reading a foreign language. For requirements concerning the final comprehensive examination for the master's degree, see the discussion of these in the Graduate School section of this catalog or consult the chairman of the department.

The Department of English offers an honors program on the freshman, sophomore, junior, and senior levels. In order to remain in the program, students must receive a grade of B or higher in each honors seminar. Students meeting the requirements of the Junior-Senior Honors Program (English 391, 392, 393, and 491) with a grade of B will graduate with "Honors" in English. Those meeting the requirements with a grade of A will graduate with "Highest Honors" in English.

Courses of Instruction in English

(For a description of the notation used in the following list of courses, see p. 80.)

English Honors

191. Freshman Honors Seminar/ (3).F;S.

Development of individual research and original critical thought; composition.

Collateral reading in English, American, or world literature. Members selected by the Department of English.

291. Sophomore Honors Seminar in English Literature/(3).F.

292. **Sophomore Honors Seminar in American Literature/(3).W.**

293. **Sophomore Honors Seminar in World Literature/(3).S.**

Members for English 291, 292, and 293 selected by the Department of English.

391-392-393. **Junior Honors Seminar/(3-3-3).F-W-S.**

Two in-depth units each quarter on major English, American, or world authors, genres, or literary movements. Intradepartmental instruction. Content varies each quarter. By invitation or application.

491. **Senior Honors Thesis/(3).S.**

Independent study and research. Honors thesis directed by a member of the English Department and graded by a departmental committee. Oral examination. Prerequisite: Completion of English 391, 392, and 393 with at least a B average.

English

1010. **Laboratory in Writing/(0).F;W;S.**

100. **Elementary Composition/(3).F;W;S.**

110. **Rhetoric/(3).F;W;S.**

The skills and techniques of effective written composition. A grade of at least a C or exemptive credit for English 110 is required for teacher certification. Prerequisite: English 100.

120. **Introduction to Literature/(3).F;W;S.**

Reading and analysis in fiction, poetry, and drama. Prerequisite: English 110.

The Sequence English 100-110-120 is prerequisite for all courses which follow:

201. **English Literature/(3).F;W;S.**

A study of major writers from the beginning of English literature through Milton.

202. **English Literature/(3).F;W;S.**

A study of major writers from Dryden through Keats.

203. **English Literature/(3).F;W;S.**

A study of major writers from Tennyson to the present.

204. **Continental Literature/(3).F;W;S.**

A study in translation of masterpieces of European literature.

205. **Elements of Journalism/(3).F;W.**

Writing news stories, editorials, features, and reviews; make-up of school and college newspapers.

210. **Modern Drama/(3).S.**

A study of major works from Ibsen to date.

212. **Black Literature/(3).S.**

A critical study of the work of significant Negro writers.

216. **Continental Fiction/(3).W.**

A study of major works, in translation, from 1850 to the present, with emphasis on the short story.

217. **Cinema Appreciation/(3).F;S.**

A critical approach to cinema as an art form.

226. **The Popular Novel/(3).F.**

A critical study of selected recent best-sellers.

227. **Recent Poetry/(3).W.**

A critical study of the poetry of the last two decades.

228. **Oriental Literature/(3).S.**

A study of selected writings, in translation, which are representative of Oriental thought.

231. **American Literature/(3).F.**

A study of major writers from the Puritans through Melville.

232. *American Literature/(3).W.*
A study of major writers from Emerson through Dreiser.
233. *American Literature/(3).S.*
A study of major writers from Robinson to the present.
248. *Independent Study/(1-6).*
F;W;S;SS.
346. *Selected Topics/(1-4). On demand.*
An opportunity to study a special topic or combination of topics not otherwise provided for in the English curriculum. May be repeated for credit when content does not duplicate. Prerequisite: Upper-division status or departmental permission.
347. *Instructional Assistance in English/(1-2).F;W;S;SS.*
A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Grading will be on a satisfactory-unsatisfactory basis only. Prerequisite: Junior or senior standing.
348. *Independent Study/(1-6).*
F;W;S;SS.
349. *Workshop in the Teaching of English/(3).F;W;S.*
361. *Studies in the Principles of Language/(3).F.*
A study of the nature of language and its function within a cultural setting, with particular emphasis on semantics.
364. *Advanced Composition/(3).F;W;S.*
365. *Creative Writing/(3).W.*
An introductory course in writing poetry and fiction, specifically the short story, with emphasis on the techniques.
366. *Creative Writing/(3).S.*
An advanced course in writing. Students may project a novel or work in poetry, drama, or the short story. Prerequisite: English 365.
378. *Studies in Twentieth Century American Fiction/(3).W.*
379. *Studies in Twentieth Century American Poetry/(3).S.*
386. *Studies in Eighteenth Century English Literature/(3).W.*
387. *Studies in the Literature of the Romantic Movement/(3).F.*
388. *Studies in Twentieth Century English Fiction/(3).F.*
389. *Studies in Twentieth Century English Poetry/(3).W.*
459. *Seminar in World Literature/(3).F;S.*
461. *Seminar in Modern English Grammar/(3).F;S.*
An examination of the structure of the English language, with particular emphasis on modern theories of syntax.
466. *Seminar in the History of the English Language/(3).F;W;S.*
467. *Seminar in Introductory Linguistics/(3).W.*
An introduction to the historical and theoretical aspects of language study, with particular emphasis on phonology. Prerequisite: English 361.
472. *Seminar in the Short Story/(3).W;S.*
473. *Seminar in the Novel/(3).F;W.*
474. *Seminar in Poetry/(3).S.*
475. *Seminar in Drama/(3).F.*
476. *Seminar in Literary Criticism/(3).W.*
477. *Seminar in Early American Literature/(3).F.*
478. *Seminar in Nineteenth Century American Literature/(3).W.*

480. Colloquium/(1-6). On demand.

An opportunity to study a special topic or combination of topics not otherwise provided for in the English curriculum. May be repeated for credit when content does not duplicate. Prerequisite: Upper-division status or departmental permission.

482. Seminar in Early English Literature/(3).S.

483. Seminar in Elizabethan Literature I/(3).F.

Emphasis on Shakespeare's earlier plays.

484. Seminar in Elizabethan Literature II/(3).W.

Emphasis on Shakespeare's later plays.

485. Seminar in Seventeenth Century English Literature/(3).S.

488. Seminar in the Literature of the Victorian Period/(3).W.

Graduate Courses

500. Bibliography and Research/(3).F;SS.

A study of bibliographical problems, types of research organization and reporting of research. Required in the first quarter of beginning graduate students.

546. Selected Topics/(1-3). On demand.

An opportunity for the graduate student to study a special topic or combination of topics not otherwise provided for in the English curriculum. May be repeated for credit when content does not duplicate. Prerequisite: Graduate status or departmental permission.

548. Independent Study/(1-6).F;W;S;SS.

550. Master of Arts Thesis/(6). F;W;S;SS.

557. Seminar in Masters of English Literature/(3).F.

Variable content. May be repeated once for credit when content does not duplicate. Emphasis will be indicated in term schedules.

558. Seminar in Masters of American Literature/(3).W.

Variable content. May be repeated once for credit when content does not duplicate. Emphasis will be indicated in term schedules.

559. Seminar in Masters of World Literature/(3).S.

Variable content. May be repeated once for credit when content does not duplicate. Emphasis will be indicated in term schedules.

567. Seminar in Linguistics/(3).S.

Theoretical and procedural studies in Descriptive Linguistics. Prerequisite: English 461, 467 or consent of instructor.

580. Colloquium/(1-6). On demand.

An opportunity for the graduate student to study a special topic or combination of topics not otherwise provided for in the English curriculum. May be repeated for credit when content does not duplicate. Prerequisite: Graduate status or departmental permission.

586. Seminar in Twentieth Century American Literature/(3).S.

596. Seminar in Eighteenth Century English Literature/(3).F.

597. Seminar in Literature of the Romantic Period/(3).W.

599. Seminar in Twentieth Century English Literature/(3).F.

Department of Foreign Languages

J. Roy Prince, Chairman

The objectives of the Department of Foreign Languages are to teach students to pronounce, speak, understand, read, and write the language they are studying; to give them basic knowledge of the principles of grammar and syntax of the language; to help them gather valuable and interesting information and materials about the country and peoples whose language they are studying; to introduce them to the literature in the language and help them gain an appreciation for its masterpieces; to prepare them to be better citizens of the world through knowledge of the languages and cultures of peoples; to help them appreciate and be enthusiastic about foreign languages.

A major in French or Spanish leading to the Bachelor of Arts degree consists of 36 quarter hours above the foreign language requirements, including 201, 202, 203, 305, 306, 307, 308, 451, and 12 quarter hours of electives on the undergraduate level.

A minor in French or Spanish consists of 18 quarter hours above the foreign language requirements, including 201, 202, 203, and 9 quarter hours of electives.

A major in French or Spanish leading to the Bachelor of Science degree and teacher certification consists of a minimum of 45 quarter hours in one language above the course level of 103, including 104-105-106, 201, 202, 203, 305, 306, 307, 308, 451, and four courses from 301, 302, 303, 401, 402, 403. The department recommends that a major in foreign language use electives to build up a teaching competence in a related field.

The department offers a Master of Arts degree in French and in Spanish for secondary school teachers and for junior college teachers. Prerequisite to graduate work are 36 quarter hours of language study above the elementary level. A graduate student who does not have adequate undergraduate credits may begin graduate study if at the same time he is building up his undergraduate hours to the required level. For the master's degree, a minimum of 36 quarter hours is required in the major field (French or Spanish), 6-12 in education, and 6-12 in electives. The latter may be in the major field, in another language, in education, or in another field, such as English. The only required course is Bibliography and Research, but there are several preferred electives. For further advice, consult the chairman of the Department of Foreign Languages.

The Foreign Language Laboratory

The Department of Foreign Languages has a 54 booth electronic language laboratory. In the laboratory, students listen and respond to prerecorded tapes which deal with the material covered in their courses. The main purpose of the laboratory is to increase the student's ability to pronounce, speak, and understand the language. The department believes that the laboratory increases the efficiency of language learning and that the extra hours spent in the laboratory can be the student's most productive study time.

Courses of Instruction in Foreign Languages

(For a description of the notation used in the following list of courses, see p. 80.)

French

101-102-103. Elementary French/ (3-3-3).F-W-S.

Open to those with no previous preparation in French or those who make a low score on the French placement test. Recitation three hours and laboratory two hours.

104-105-106. Intermediate French/ (3-3-3).F-W-S.

Prerequisite: two units of high school French and a good score on French placement test, or French 101-102-103, or the equivalent. Recitation three hours and laboratory two hours.

201, 202, 203. Conversational French/ (3,3,3).F,W,S.

Prerequisite: French 104-105-106 or the equivalent. Recitation three hours and laboratory two hours.

248. Independent Study/(1-6). F;W;S;SS.

301, 302, 303. French Literature to 1800/(3,3,3).F,W,S.

A survey of the development of French literature from the early Middle Ages to 1800. Prerequisite: French 104-105-106 or the equivalent. Lecture three hours and laboratory work.

305, 306. French Civilization/(3,3).F,W.

A brief study of the history, government, geography, art, music, customs, and educational system of France. Prerequisite: French 104-105-106 or the equivalent. Lecture three hours.

307, 308. Advanced Grammar and Composition/(3,3).F,W.

A study of French grammar, idioms, and syntax. Prerequisite: French 104-105-106 or the equivalent.

315. Introduction to Literary Criticism/ (3).S.

The principles and history of literary criticism with reference to French literature. Prerequisite: French 104-105-106 or the equivalent.

348. Independent Study/(1-6).F;W;S;SS.

349. Instructional Assistance in French/ (1-2).F;W;S;SS.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Grading will be on a satisfactory-unsatisfactory basis only. Prerequisite: Junior or senior standing.

350. Selected Topics in French/ (3).F;W;S.

- 401, 402, 403. French Literature of the Nineteenth and Twentieth Centuries/ (3,3,3).F,W,S.

Prerequisite: French 104-105-106 or the equivalent.

451. French Phonetics and Diction/ (3).S;SS.

Offered 1974 SS.

453. History of the French Language/ (3).F;SS.

Alternate years with 506.

456. Advanced Conversation/(3).F;SS.

Offered 1975 SS.

459. Linguistics and Language Analysis/(3).W;SS.

Descriptive, comparative, and structural linguistics in relation to Romance languages. On demand.

463. French Poetry of 16th and 17th Centuries/(3).W;SS.

Alternate years with 512. Offered 1975 SS.

465. Nineteenth Century Drama/ (3).W;SS.

Alternate years with 522. Offered 1974 SS.

467. Eighteenth Century Drama/ (3).W;SS.

Alternate years with 518. Offered 1975 SS.

Graduate Courses

500. Bibliography and Research/ (3).F;SS.

Required of all students in the first quarter of graduate study.

506. French Literature to 1500/(3).F;SS.
Alternate years with 453. Not offered 1974-75. Offered 1975 SS.

508. French Drama to 1650/(3).S;SS.

Alternate years with 509. Not offered 1974-75.

509. Classic Drama: Moliere and Racine/(3).S;SS.

Alternate years with 508. Offered 1974 SS.

512. Prose Literature of 16th and 17th Centuries/(3).W;SS.

Alternate years with 463. Not offered 1974-75. Offered 1974 SS.

514. The French Novel Up to 1820/ (3).W;SS.

On demand.

518. The Eighteenth Century "Philosophes"/ (3).W;SS.

Alternate years with 467. Not offered 1974-75. Offered 1974 SS.

520. Nineteenth Century Poetry/ (3).W;SS.

On demand.

522. Nineteenth Century Novels/ (3).W;SS.

Alternate years with 465. Not offered 1974-75. Offered 1975 SS.

523. Twentieth Century Novels/ (3).S;SS.

Alternate years with 525.

525. Twentieth Century Drama/ (3).S;SS.

Alternate years with 523. Not offered 1974-75. Offered 1975 SS.

548. Independent Study in French/ (1-6).F;W;S;SS.

German

- 101-102-103. Elementary German/ (3-3-3).F-W-S.

Open to those with no previous preparation in German or those who make a low score on the German placement test. Recitation three hours and laboratory two hours.

**104-105-106. Intermediate German/
(3-3-3).F-W-S.**

Prerequisite: two units of high school German and a good score on placement test, or German 101-102-103, or the equivalent. Recitation three hours and laboratory two hours.

**201, 202, 203. Conversational German/
(3,3,3).F,W,S.**

Prerequisite: German 104-105-106 or the equivalent. Recitation three hours and laboratory two hours.

**349. Instructional Assistance in German/
(1-2).F;W;S;SS.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Grading will be on a satisfactory-unsatisfactory basis only. Prerequisite: Junior or senior standing.

**350. Selected Topics in German/
(3).F;W;S.**

Latin

**101-102-103. Elementary Latin/
(3-3-3).F-W-S.**

Open to those with no previous preparation in Latin or those who make a low score on the Latin placement test. Recitation three hours and laboratory one hour.

**104-105-106. Intermediate Latin/
(3-3-3).F-W-S.**

Prerequisite: two units of high school Latin and a good score on Latin placement test, or Latin 101-102-103, or the equivalent. Recitation three hours.

**301, 302, 303. The Latin Poets/
(3,3,3).F,W,S.**

Prerequisite: Latin 106 or four good years in high school. Lecture three hours.

**349. Instructional Assistance in Latin/
(1-2).F;W;S;SS.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Grading will be on a satisfactory-unsatisfactory basis only. Prerequisite: Junior or senior standing.

350. Selected Topics in Latin/(3).F;W;S.

Spanish

**101-102-103. Elementary Spanish/
(3-3-3).F-W-S.**

Open to those with no previous preparation in Spanish or those who make a low score on the Spanish placement test. Recitation three hours and laboratory two hours.

**104-105-106. Intermediate Spanish/
(3-3-3).F-W-S.**

Prerequisite: two units of high school Spanish and a good score on Spanish placement test, or Spanish 101-102-103, or the equivalent. Recitation three hours and laboratory two hours.

**201, 202, 203. Conversational Spanish/
(3,3,3).F,W,S.**

Prerequisite: Spanish 104-105-106 or the equivalent. Recitation three hours and laboratory two hours.

248. Independent Study/(1-6).F;W;S;SS.

**301, 302, 303. Survey of Spanish
Literature/(3,3,3).F,W,S.**

Prerequisite: Spanish 104-105-106 or the equivalent. Lecture three hours.

**305, 306. Hispanic Culture and
Civilization/(3,3).F,W.**

A brief study of the history, government, geography, art, music, customs, educational systems of Spain and the Spanish-American countries. Prerequisite: Spanish 104-105-106 or the equivalent. Lecture three hours.

**307, 308. Advanced Grammar and
Composition/(3,3).F,W.**

A study of Spanish grammar, idioms,
and syntax. Prerequisite: Spanish 104-
105-106 or the equivalent.

**312. Twentieth Century Spanish
America/(3).S.**

A study of the cultural life of the
Spanish-American countries; designed
to give a knowledge of the diverse
ideologies with their social, historical,
and literary values. Prerequisite:
Spanish 104-105-106 or the equivalent.

348. Independent Study/(1-6).F;W;S;SS.

**349. Instructional Assistance in
Spanish/(1-2).F;W;S;SS.**

A supervised experience in the instruc-
tional process on the university level
through direct participation in a class-
room situation. Grading will be on a
satisfactory-unsatisfactory basis only.
Prerequisite: Junior or senior standing.

**350. Selected Topics in Spanish/
(3).F;W;S.**

**401, 402, 403. Survey of Spanish-
American Literature/(3,3,3).F,W,S.**
Prerequisite: Spanish 104-105-106 or
the equivalent. Lecture three hours.

**451. Spanish Phonetics and Diction/
(3).S;SS.**

Offered 1974 SS.

**453. History of the Spanish Language/
(3).F;SS.**

Alternate years with 506. Not offered
1974-75.

**459. Linguistics and Language
Analysis/(3).W;SS.**

Descriptive, comparative, and struc-
tural linguistics in relation to Romance
languages. On demand.

**461. The Nineteenth Century Novel/
(3).F;SS.**

Emphasis on the "Novela Realista."
Alternate years with 465. Not offered
1974-75. Offered 1975 SS.

**465. Spanish Drama of 19th and
20th Centuries/(3).F;SS.**

Alternate years with 461. Offered 1975
SS.

**467. Modern Spanish-American
Poetry/(3).W;SS.**

Alternate years with 521. Not offered
1974-75. Offered 1974 SS.

Graduate Courses

**500. Bibliography and Research/
(3).F;SS.**

Required of all students in the first
quarter of graduate study.

**506. Spanish Literature to 1500/
(3).F;SS.**

Mainly "Poema de Mio Cid," "Libro de
Buen Amor," and "La Celestina." Al-
ternate years with 453. Offered 1975
SS.

512. The Picaresque Novel/(3).W;SS.

Origin and development of this genre
in the 16th and 17th centuries in Spain.
Alternate years with 513. Not offered
1974-75.

513. Cervantes/(3).W;SS.

With emphasis on *Don Quijote*. Alter-
nate years with 512. Offered 1974 SS.

514. Drama of the Golden Age/(3).S;SS.

Alternate years with 516. Not offered
1974-75. Offered 1974 SS.

516. Poetry of the Golden Age/(3).S;SS.

Alternate years with 514.

520. Modern Spanish Poetry/(3).W;SS.

On demand. Offered 1975 SS.

521. Modern Spanish Novel/(3).W;SS.

Alternate years with 467. Offered in 1975 SS.

524. Colonial Literature/(3).S;SS.

Literature coming out of the period of the Spanish colonization of the New World. On demand. Offered 1974 SS.

527. Recent Spanish-American Novels/(3).SS.

On demand.

548. Independent Study in Spanish/(1-6).F;W;S;SS.

Department of Geography and Geology

Fred Webb, Jr., Chairman

The major objectives of the Department of Geography and Geology are to:

1. Promote the understanding that man is both a creature and a creator of his environment and that man's success as an inhabitant of the earth derives from the knowledge that he is potentially a destroyer and his actions must be governed by properly conceived plans based upon careful investigation of all environmental factors.
2. Offer a well-balanced curriculum which will aid students in finding productive places in society.
3. Maintain a staff dedicated to teaching, science, community service, and research.

A major in geography leading to the Bachelor of Arts degree consists of 55 quarter hours in courses numbered above the 100 level with the following courses required: Geography 221, 230, 310, 311, 312, 330, 420, 440; Mathematics 380 and 381, and 23 quarter hours of geography electives with no more than 12 hours of geography electives taken from regional courses and with at least 20 quarter hours taken in courses at the 300 level or above. An appropriate foreign language is required.

A minor in geography consists of 24 quarter hours, including general education requirements, with no more than 9 quarter hours of geography taken from regional courses.

A minor in planning consists of 26 quarter hours including Geography 241, 242, 343, and 344. Twelve quarter hours must be selected from the following outside the student's major program: Geography 240, 311, 330; Political Science 201, 203, 364; Sociology 330, 405, 450; Economics 455; Business Administration 485. In addition, the student must take Mathematics 380 if not otherwise required in his major program.

The department also provides a concentration in geography for majors in social science seeking the Bachelor of Science degree and teacher certification, see page 170.

A major in geology leading to the Bachelor of Arts degree consists of 47 quarter hours in courses above the 100 level. The required courses are: 311, 313, 314, 331, 332, 333, 341, 472, a 6 quarter hour field camp, and 9 hours of geology electives. A geology major must take Mathematics 111 and an additional 8 hours of calculus, statistics, or computer programming offered through the Department of Mathematical Sciences; Chemistry 101-102-103; Physics 101-102, 103; second year of either French, German, or Russian.

A minor in geology consists of Geology 101, 102, 103 and 15 quarter hours of geology electives.

For the curriculum in science and concentration in earth science leading to the Bachelor of Science degree with teacher certification, see page 170.

Graduate Programs in Geography

The department offers four programs leading to the Master of Arts degree in geography:

1. The liberal arts program, requiring 45 quarter hours, including a thesis and a reading knowledge of a modern foreign language. This may include 9 quarter hours in an acceptable minor.
2. The junior college teacher program, requiring 33 quarter hours in geography, 6 quarter hours in education, and a thesis.
3. The junior college teacher program, requiring 36 quarter hours in geography, 6 quarter hours in education, 12 quarter hours of approved electives, and no thesis.
4. The secondary school teacher program, requiring either 33 quarter hours with a thesis or 36 quarter hours without a thesis, 12 quarter hours of education and psychology, and up to 6 hours of electives.

Geography 500, Bibliography and Research, should be taken during the first 15 quarter hours of work.

Courses of Instruction in Geography and Geology

(For a description of the notation used in the following list of courses, see p. 80.)

Geography

Elements of Geography

101. Introduction to Physical Geography/(3).F;W;S;SS.

Basic concepts concerning man's physical environment are developed, including elements of weather, climate, landforms, soils, and vegetation. Applicable processes will be analyzed in their spatial context.

102. Geography of the Developed World/(3).F;W;S;SS.

An examination of the interrelationships of those cultural and physical environmental factors which have resulted in the highly developed character of certain parts of the earth.

103. Geography of the Emerging World/(3).F;W;S;SS.

An examination of the interrelationships of those cultural and physical environmental factors which have resulted in the less developed character of certain parts of the earth.

Regional Geography

301. Geography of Europe/(3).F.

302. Geography of South America/(3).W.

303. Geography of Asia/(3).S.

304. Geography of Africa/(3).S.

305. Geography of the U.S.S.R./(3).F.

307. Geography of North America/(3).S.

401. Geography of the South/(3).W.

402. Geography of North Carolina/(3).F.

An examination of the interplay of the natural and cultural features of North Carolina, their spatial distribution and interrelatedness.

Graduate Courses in Regional Geography

501. Regional Seminar/(3).F;W.

An exploration of special problems, topics, or issues related to the geography of a selected region. The subject matter of this course will vary and, barring duplication of subject matter, a student may repeat the course for credit.

Physical Geography

215. Descriptive Astronomy/(3).F;S;SS. (Same as Physics 215.)

310. Introduction to Meteorology/(3).F.

A systematic analysis of the troposphere weather elements. Atmospheric processes, the instruments and methods used to measure and record atmospheric phenomena and the principles of weather prediction are emphasized. Two hours lecture; two hours laboratory.

311. Introduction to Climatology, Vegetation and Pedology/(3).W.

Climatological processes and their implications for man, alternate systems of climate classification and biotic and edaphic resultants are emphasized. Two hours lecture; two hours laboratory.

312. Physiography of North America/ (3).S.

A physiographic survey of North America in which the spatial distribution of landforms and the processes which formed them are explored. Two hours lecture; two hours laboratory.

482. Geomorphology/(4).S. (Same as Geology 482.)

Graduate Courses in Physical Geography

510. Problems in Physical Geography/ (3).W;S.

An exploration of special problems related to physical geography. The sub-

ject matter of this course will vary and, barring duplication of subject matter, a student may repeat the course for credit.

Cultural Geography

221. Introduction to Economic

Geography/(3).W;S.

Locational factors and problems of production, distribution, consumption, and conservation of the major crops, minerals, and industries of the world.

420. Urban Geography/(3).S.

Approaches to urban economic, social, and political structures and problems and related geographic concepts.

421. Manufacturing Geography/(3).F.

Evaluation of the place-to-place variation of different types of manufacturing industry, emphasizing the changes in regional structure of manufacturing and industrial location theory.

423. Political Geography/(3).S.

Spatial aspects of territoriality, boundaries, voting patterns, government programs, formation of political units, political development and integration, and environmental policy.

425. Geographic Influences in American History/(3).W.

Man's reaction to and use of environmental factors as he occupied the territory of the United States.

Graduate Courses in Cultural Geography

520. Problems in Cultural Geography/ (3).F;W;S.

An exploration of special problems related to cultural geography. The subject matter of this course will vary and, barring duplication of subject matter, a student may repeat the course for credit.

Theory, Techniques, Independent Study, and Seminars

230. Map Drafting and Graphics/(3).W.

The student acquires experience in using drafting and lettering equipment and is given an opportunity to employ ideas concerning the representation of spatial numerical data through a series of lab exercises.

248. Independent Study/(1-6).F;W;S;SS.

330. Air Photo Interpretation/(3).F.

Basic concepts and elements of aerial photographs and interpretation techniques are developed. The student is given an opportunity to apply these concepts and techniques and to acquire experience in interpreting aerial photographs in the lab.

348. Independent Study/(1-6).F;W;S;SS.

349. Instructional Assistance in Geography/(1-2).F;W;S;SS.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Grading will be on a satisfactory-unsatisfactory basis only. Prerequisite: Junior or senior standing.

365. Selected Topics in Geography/ (3).F;W;S.

440. Seminar in Geography/(3).F;W;S.

Study, research, and writing in selected areas. A student may enroll in this course two times for a total of 6 quarter hours, providing the course content is nonduplicating.

480. Quantitative Methods in Geography and Planning/(3).W.

The study of the quantitative methodology relating to the analysis of relationships between man and his physical environment, their spatial consequences, and the resulting regional structures that have emerged on the earth's surface. Prerequisites: Mathematics 380 and 381 or permission of instructor.

*Graduate Courses in Theory,
Techniques, Independent Study,
and Seminars*

**500. Bibliography and Research/
(3).F;SS.**

**530. Problems in Geographic Techniques/
(3).W;S.**

An exploration of problems related to geographic techniques including air photo interpretation, remote sensing of the environment, field methods, quantitative methods, and cartography. The subject matter of this course will vary and, barring duplication of subject matter, a student may repeat the course for credit.

**535. Evolution of Geographic Thought/
(3).F.**

A tracing of the development of the geographic perspective. Required course.

536. Theory in Geography/(3).W.

A probe into the formulation and testing of hypotheses related to spatial analysis leading to an understanding of geographic theory. The course also involves exploring geographic research frontiers. Required course.

540. Seminar/(3).S.

A specialized course involving advanced study, research, and writing by small groups in selected areas. Students may enroll in this course more than once provided the course content is non-duplicating.

548. Independent Study/(1-6).F;W;S;SS.

**550. Master of Arts Thesis/
(6).F;W;S;SS.**

**565. Selected Topics in Geography/
(3).F;W;S.**

Planning

**240. Man and Environmental Problems/
(3).W;S;SS.**

Analysis of man's perception, use, and attempted regulation of his habitat; spatial and policy problems and implications.

**241. Introduction to Regional and Local
Planning/(3).W.**

The history, philosophy, and principles of regional planning. Included is an analysis of problems currently confronting regional and local planners.

**242. Introduction to Urban Planning/
(3).S.**

An introduction to the philosophy, theories and principles of urban planning. History of the urban planning movement in the United States with emphasis upon contemporary planning problems.

340. Recreational Land Use/(3).S.

A study of selected recreational phenomena which emphasize spatial distribution and interaction. Field trips to local and regional recreation sites will be taken.

343. Planning Techniques I/(4).F.

The first of two sequence courses designed to involve the student in the techniques, tools, and principles necessary to accomplish effective community planning. Two hours lecture, four hours laboratory.

344. Planning Techniques II/(4).W.

The second of two sequence courses involving the student in the community planning process. The technique courses culminate with the preparation of a simulated planning report. Two hours lecture; four hours laboratory.

Geology

101-102-103. Introduction to Geology/ (3-3-3).F-W-S;SS.

Description of the composition and origin of earth materials, physical processes which change the earth and modify earth materials, and history of the earth and its inhabitants as related to North America. Lecture: two hours; laboratory: two hours.

215. Descriptive Astronomy/(3).F;S;SS. (Same as Physics 215.)

248. Independent Study/(1-6).F;W;S;SS.

311. Mineralogy/(4).F.

Fundamentals of crystal chemistry as applied to minerals. Identification, classification, and description of crystals and minerals according to chemical composition and atomic structure. X-ray identification of typical minerals and calculations of their Miller Indices. Prerequisites: Geology 101-102-103 and General Chemistry or consent of instructor. Lecture: three hours; laboratory: three hours.

313. Igneous and Metamorphic Petrology/(4).S.

The characteristics, genesis, classification, and megascopic identification of common igneous and metamorphic rocks. Prerequisite: Geology 311. Lecture: three hours; laboratory: three hours.

314. Optical Mineralogy and Petrography/(5).W.

Theory and use of the polarizing microscope. Study of the common rock-forming minerals and common rocks in thin sections. Prerequisites: Geology 311 and Geology 313. Lecture: three hours; laboratory: six hours.

331. Introduction to Stratigraphy and Sedimentation/(4).F.

A study of sedimentary rocks including their properties, classification, and the

processes and environments which they represent. Principles of collection and interpretation of stratigraphic data, correlation, and nomenclature. Emphasis placed on field relationships. Prerequisite: Geology 103. Lecture: three hours; laboratory: three hours.

332-333. Introduction to Paleontology I and II/(4-4).W-S.

Study of phylogenetics, morphology, temporal distribution, and paleoecology of fossils, with emphasis on invertebrates. Prerequisites: Geology 103 or Biology 103. Lecture: three hours; laboratory: three hours.

341. Structural Geology/(4).S.

Nature, classification, genesis, and quantification of structures with emphasis on field relationships. Prerequisites: Geology 101-102-103. Lecture: three hours; laboratory: three hours.

348. Independent Study/(1-6).F;W;S;SS.

349. Instructional Assistance in Geology/(1-2).F;W;S;SS.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Grading will be on a satisfactory-unsatisfactory basis only. Prerequisite: Junior or senior standing.

350. Earth Science Investigations/(5).F.

A course designed expressly for elementary education majors who choose their academic concentration in science. The composition of the earth and the physical processes continuously changing it will be studied. Emphasis upon man's ability to alter these forces such as erosion and pollution will be stressed. Prerequisites: Biology 107 and Physical Science 101-102-103. Lecture: four hours; laboratory: two hours.

353. Geology of North Carolina/(3).F.

Study of the geologic history of North Carolina and geologic principles exemplified by specific areas and prob-

lems within the state. One or more field trips required. Primarily for students intending to teach earth science in North Carolina. Not open to geology majors for credit. Prerequisites: Geology 101-102-103 or consent of instructor. Lecture: three hours.

**365. Selected Topics in Geology/
(3).F;W;S.**

442. Ground-water Geology/(3).W.

Distribution, principles of occurrence, and utilization of underground water. Prerequisites: Geology 101-102-103. Lecture: three hours.

450. Earth Science/(3).W;SS.

Study of the earth in space with emphasis on the solar system; the effects of weathering, erosion, and diastrophism on the lithosphere. Prerequisite: Consent of the instructor. Not open to geology majors. Lecture: three hours.

461. Introduction to Geochemistry/(4).S.

Chemical constitution of the earth, distribution of elements, and geochemical prospecting. Prerequisites: Geology 313 and Chemistry 103. Lecture: two hours; laboratory: four hours.

**462. Introduction to Oceanography/
(3).S.**

A study of physical, chemical, biological, and geological oceanography and

their interrelationships. Prerequisites: At least two of the following courses: Physics 103, Chemistry 103, Biology 103, Geology 103. Lecture: three hours.

463. Appalachian Geology/(3).S.

Study of tectonics and stratigraphy as exemplified by the central and southern Appalachian mountain system. One or more field trips required. Prerequisites: Geology 331 and Geology 341. Lecture: two hours; laboratory: three hours.

472. Economic Geology/(3).W.

Principles, processes, and distribution of major metallic and nonmetallic mineral deposits with type illustrations. Prerequisites: Geology 313, Geology 331, and Geology 341. Lecture: three hours.

473. Seminar in Earth Science/(1).

On demand.

A survey of sources and uses of materials and aids for earth science teachers. Prerequisite: Consent of instructor.

482. Geomorphology/(4).S.

Origin and recognition of landforms; descriptive and quantitative aspects supplemented by means of maps, aerial photographs, laboratory, and field study. Prerequisites: Geology 101-102-103. Lecture: three hours; laboratory: three hours.

Department of History

Roy Carroll, Chairman

The Department of History seeks: (1) to provide a basis for a liberal education through the study of mankind's past; (2) to provide background and preparation for careers in politics, law, journalism, religion, and other fields; (3) to prepare students for both teaching and continuing advanced studies in history.

A major in history leading to the Bachelor of Arts degree or to the Bachelor of Science degree and teacher certification consists of at least 50 quarter hours in history, including 101, 102, 103, 104, 201, 202, 299, and one of the following sequences, 221, 222 or 231, 232 or 241, 242, but *excluding* History 206 and whichever eight-hour sequence the student has counted as fulfillment of general education requirements. History majors seeking a Bachelor of Arts degree are required and those seeking a Bachelor of Science degree are strongly urged to acquire proficiency in a foreign language equivalent to courses 101 through 106.

In selecting courses for a major, the student may elect to emphasize the history of the United States or the history of Europe, but he may not present a major exclusively in either of these areas. It is the policy of the department to advise all history majors to register for History 299 in their sophomore year or in the first quarter after they elect to major in history.

A minor in history consists of 26 quarter hours above general education requirements, including 201, 202, and 299.

For an interdisciplinary minor in Latin American studies, see page 74.

A major in social science leading to the Bachelor of Science degree and teacher certification must include 33 quarter hours in history, including History 101, 102, or 103, 104, and 201, 202, 215, 299, and 12 hours from other history courses. For the additional nonhistory requirements for the major in social science, see page 170.

Honors courses in history carry full credit toward the major and are open to students who have previously distinguished themselves. To graduate "with honors" in history it will be necessary for a student to complete successfully at least one two-quarter seminar in western civilization or American history, one junior colloquium, a senior honors essay, and an examination.

For a Master of Arts degree, a graduate student should take 33-37 quarter hours of work in history, including History 512 or 524, History 500, and, if a thesis is not submitted, History 548. The department offers three programs leading to the Master of Arts degree:

1. The liberal arts program, which requires 33 quarter hours in history, including a thesis, 9 quarter hours of electives in a related field, 3 quarter hours elective in the humanities, and a reading knowledge of a foreign language.
2. The junior college teacher program, which requires 34-37 quarter hours in history, 6-12 quarter hours in a related field, and 6 quarter hours in education. The thesis is optional.

3. The secondary school teacher program, which requires 33-36 quarter hours in history, 6 quarter hours in a related field, if a thesis is not included, 9 quarter hours in education, and 3 quarter hours in psychology. The thesis is optional.

A program of studies to meet the needs and interests of the graduate student will be determined through counseling.

Courses of Instruction in History

(For a description of the notation used in the following list of courses, see p. 80.)

- 101, 102. Western Civilization to 1600/**
(4,4).F;W;S.
A survey of the principal developments in western civilization: to the 10th century; 1000 to 1600.
- 103, 104. Western Civilization since**
1500/(4,4).F;W;S.
A survey of the principal developments in western civilization: 1500-1815; 1815 to present.
- 191, 194. Honors Seminar: Western**
Civilization/(4,4).S.
A study of selected topics in the history of western civilization. A history major may substitute 191 and 194 for any two courses in the freshman sequence.
- 201, 202. History of the United States/**
(4,4).F;W;S.
A survey of United States history: to 1865; since 1865.
- 206. North Carolina Social Studies/**
(3).F;W;S.
A study of the geography, history, and economic and social problems of North Carolina. Not counted toward a major in history.
- 215. The United States and the**
Contemporary World/(3).F;W;S.
A course which traces the historical antecedents of contemporary issues confronting the United States.
- 221, 222. History of Asia/(4,4).W,S.**
History 221 is an introduction to the political, social, and cultural developments of China and Japan; History 222 surveys the transformation of Asian countries under the Western impact, with special emphasis on the emerging nations.
- 231, 232. History of Latin America/**
(4,4).F,W.
A survey of Latin American history: through the wars of independence; from independence to the present.
- 241, 242. History of Africa/(4,4).W,S.**
A survey of African history: to 1850; since 1850.
- 248. Independent Study/(2-6).F;W;S;SS.**
- 291, 292. Honors Seminar: United States**
History/(4,4).S.
A study of selected topics in American history. A history major may substitute 291 or 292 for one of the 201, 202 courses.
- 299. History: Scope and Method/(2).F;S.**
Introduction to the nature, meaning, and method of history, and to problems in research and writing. Required of all history and social science majors.
- 322. The Ancient World/(4).F.**
An examination of selected topics in Graeco-Roman history.

- 325. The High Middle Ages/(4).W.**
An examination of selected topics in the history of Europe, 900-1300.
- 328. Renaissance and Reformation/(4).S.**
An examination of the meaning of the Renaissance in terms of humanism and the plastic arts; the background and principal developments of the Lutheran and Calvinist movements.
- 334, 335. History of England/(4,4).F,W.**
A survey of political, social, and intellectual developments: to 1660; since 1660.
- 343. Colonial America/(4).F.**
The social, political, and intellectual developments of the thirteen colonies to 1763.
- 344. United States History, 1763-1801/(4).W.**
Major emphasis on political, social, and intellectual developments during the Revolutionary, Confederation, and Federalist periods.
- 346. Civil War and Reconstruction/(4).S.**
A study of the causes of the Civil War, its conduct, North and South, and its national and international impact; the political, social, and economic aspects of Reconstruction in the South and the nation.
- 347. Instructional Assistance in History/(1-2).F;W;S;SS.**
A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Grading will be on a satisfactory-unsatisfactory basis only. Prerequisite: Junior or senior standing.
- 348. Independent Study/(2-6).F;W;S;SS.**
- 349. Foundations of Modern America, 1877-1917/(4).W.**
A study of the emergence of industrialization, urbanization, and reform, and their influence on social and political developments from 1877 to 1917.
- 350. United States, 1920 to the Present/(4).F;S.**
A history of developments in the United States from 1920 to the present.
- 391. Junior Honors Colloquium/(4).F;S.**
Required of all students reading for honors in history.
- 401. Modern China/(4).F.**
Traces the rise of modern China, evaluating some basic issues, both foreign and domestic, arising from the changing scenes of China since the founding of the Republic. Prerequisites: History 221, 222.
- 412. History of Mexico/(4).S.**
A survey of Mexican history from the Spanish conquest to the present.
- 422, 423. History of France/(4,4).F,S.**
A survey of French history: 1648-1815; 1815 to the present.
- 440. Seminar in History/(4).F;W;S.**
Intensive investigation of selected topics.
- 442. United States Foreign Policy/(4).W;S.**
A survey of American foreign policy from the beginning of the republic, with major emphasis on the period from 1900 to the present.
- 444. United States Economic History/(4).F.**
A study of selected economic influences and institutions in America from colonial days to the present.
- 446. United States Constitutional History/(4).S.**
A survey of the constitutional aspects of American developments since 1789, with major emphasis on developments since the Civil War.

452. United States Cultural-Intellectual History/(4).F.

A study of American ideas and civilization as expressed in religious developments, social reform thought and movements, science, art and architecture, higher education, and American-European cultural interaction.

454. North Carolina History/(4).W.

A study of North Carolina history from its establishment as a colony to the present.

455. Selected Topics in Afro-American History/(4).W.

From slave origins to the present, with emphasis on the period since Emancipation.

462, 463. History of Central Europe/(4,4).F,W.

A survey of social, political, and intellectual developments in Central Europe: to 1871; since 1871.

472, 473. History of Russia/(4,4).F,S.

A survey of imperial Russia from the 15th century to 1917; the Russian revolution and the Soviet state since 1917.

491. Senior Honors Essay/(2).F;W;S.

Open only to seniors reading for honors in history

Graduate Courses

500. Bibliography and Research/(3).F;SS.

A study of bibliographical problems, types of research, and organization and reporting of research. Required in the first quarter of all beginning graduate students.

501. Interpreting American History/(3).SS.

A review of American history through study of conflicting interpretations of great issues.

502. Formation of the American Union/(3).F.

A study of the period 1763-1800 in American history. Emphasis is on the American Revolution, the Articles of Confederation, and the Constitution, and on varying historical interpretations of these events.

504. Jeffersonian-Jacksonian Democracy/(3).S.

Political, social, and cultural changes in the United States during the second quarter of the nineteenth century and the forces which produced the changes.

506. Studies in Civil War and Reconstruction/(3).S.

507. Studies in the History of the South/(3).W.

509. Studies in 20th Century United States/(3).S.

510. Studies in U.S. Foreign Policy/(3).W.

511. Studies in American Intellectual History/(3).W.

512. American Historiography/(3).F.

A study of the writing of American history from the seventeenth century to the present, with emphasis on the historical philosophies, interpretations, and careers of the major nineteenth and twentieth century historians.

514. Studies in the English Democratic Tradition/(3).S.

516. Studies in 16th and 17th Century Europe/(3).F.

519. Studies in 18th Century Europe/(3).W.

521. Studies in 19th Century Europe/(3).F.

522. Studies in 20th Century Europe/(3).S.

524. European Historiography/(3).W.

A study of the development of historical writing in the West from ancient Greece to the present, with some attention to methodology, primary sources, and the philosophy of history.

**530. Studies in 20th Century China/
(3).S.**

540. Seminar/(3).W;S.

A specialized course involving advanced study, research, and writing by small

groups in selected areas. Barring duplication, a student may enroll twice for a credit totaling 6 quarter hours.

**545. Seminar in Teaching of History in
College/(1).F;S.**

Required of graduate students in the junior college program.

548. Independent Study/(2-6).F;W;S;SS.

**550. Master of Arts Thesis/(3-6).
F;W;S;SS.**

Department of Mathematical Sciences

Ray L. Graham, Chairman

Through its faculty and curriculum the Department of Mathematical Sciences provides undergraduate and graduate programs of study which are designed to complement other areas of study in the university and to prepare students to teach mathematics on the elementary, secondary, and junior college levels, to pursue graduate study in mathematics, or to begin careers as professional mathematicians in business and industry.

A major in mathematics leading to the Bachelor of Arts degree consists of 51 quarter hours in the Department of Mathematical Sciences, including Mathematics 111, 112, 211, 212, 213, 214, 321, 322, and 21 post-calculus quarter hours of electives which must include at least 6 hours from 400 level courses. The student is expected to consult with an advisor from the departmental faculty in designing a constructive program which meets the student's needs.

A major in mathematics leading to the Bachelor of Science degree and teacher certification consists of 51 quarter hours in the Department of Mathematical Sciences, including Mathematics 111, 112, 211, 212, 213, 214, 321, 322, 361, 362, 6 hours from the statistics courses offered in the department, and 9 post-calculus quarter hours of electives. At least 6 quarter hours must be from mathematics courses numbered 400 or above. Physics 150, 151, and 152 are also required for this degree program.

There are two minors offered within the Department of Mathematical Sciences. One consists of 24 quarter hours of mathematics including Mathematics 111, 112, 211 and 12 quarter hours of courses numbered 200 or above. The other, which is open to mathematics majors as well as other students, consists of 18 hours of computer science.

A student beginning a graduate program of study leading to a master's degree in mathematics must have the equivalent of an undergraduate major in mathematics. The Department of Mathematical Sciences offers graduate programs in secondary school teaching and junior college teaching as well as a general academic graduate degree program. For each program the appropriate committee in the department determines an acceptable program for each student which will include requirements as follows.

For the Master of Arts degree program in secondary school teaching:

- I. (a) (Without thesis) 36 hours of acceptable* course work in mathematics, at least 18 of which must be at the 500 level. (b) (With thesis) including the thesis, 33 hours of mathematics course work at the graduate level, at least 18 of which must be at the 500 level.
- II. Prior to beginning course work, the candidate will meet with the Graduate Advisory Committee to design his program of study. Any subsequent changes in his program are made with the counsel and approval of this committee.
- III. The candidate must have completed an acceptable* teaching apprenticeship prior to receiving the degree.

For additional descriptions of each of these programs, see the Graduate School section of this catalog.

For the Master of Arts degree program in junior college teaching:

- I. (a) (Without thesis) 54 quarter hours of graduate course work including: AH 542 (3 hours) one of the three following courses: AH 544 (3 hours), AH 545 (3 hours), AH 574 (3 hours); and 48 additional quarter hours of acceptable* course work, at least 24 quarter hours of which must be numbered 500 or above. (b) (With thesis) 45 quarter hours of graduate course work including: AH 542 (3 hours); one of the three following courses: AH 544 (3 hours), AH 545 (3 hours), AH 574 (3 hours); and 39 additional hours of acceptable* course work at least 24 hours of which must be numbered 500 or above.
- II. Prior to beginning course work, the candidate will meet with the Graduate Advisory Committee to design his program of study. Any subsequent changes in his program are made with the counsel and approval of this committee.

*Determined by the Graduate Advisory Committee.

- III. The candidate must have completed an acceptable* teaching apprenticeship prior to receiving the degree.

For the general Master of Arts program in mathematics:

- I. A thesis is required (Mathematics 550—6 hours).
- II. In addition to the thesis, 39 hours of acceptable* course work, at least 24 of which must be at the 500 level.
- III. Prior to beginning course work, the candidate will meet with the Graduate Advisory Committee to design his program of study. Any subsequent changes in this program are made with the counsel and approval of this committee.
- IV. The candidate must have completed an acceptable* teaching apprenticeship prior to receiving the degree.

*Determined by the Graduate Advisory Committee.

For additional descriptions of each of these programs, see the Graduate School section of this catalog.

Courses of Instruction in Mathematics, Computer Science, and Statistics

(For a description of the notation used in the following list of courses, see p. 80.)

Mathematics

101. Introduction to Mathematics/ (5).F;W;S.

This course or its equivalent is required of all students; hence, its primary purpose is the development of mathematical literacy to a minimum level adequate for the functioning of the average citizen of modern society. It is designed to develop appreciation for mathematical concepts and thought from several different viewpoints. Topics covered will include elementary set theory and elementary logic, and a development of the real number system. The opportunity is offered for the student to select certain other topics to strengthen his own mathematical weaknesses. Not open to students who have credit for Mathematics 111.

104. Mathematics for Elementary School Teachers/(4).F;W;S.

A course designed for the future elementary school teacher. Among other topics this course will include a development of the real number system. Euclidean and non-Euclidean geometry, number theory, and problem solving. Prerequisite: Mathematics 101.

107. Algebra and Trigonometry/ (5).F;W;S.

An integrated study of algebra and trigonometry including such topics as the real and complex number systems, algebraic relations and functions, trigonometric functions, and elementary theory of equations. For the semi-technical student who wishes to strengthen his background in the computational aspects of the mathematics

he began in high school. Not open to students who have credit for Mathematics 111.

**111-112. Analytical Geometry and Calculus I and II/(4-4).
111:F;W;S;SS. 112:W;S.**

A study of basic analytical geometry, analytical trigonometry, limits, continuity, differentiation, and integration. To be included is a review of algebraic concepts necessary for the completion of the calculus sequence.

115. Calculus With Business Applications/(5).F;W;S.

An introduction to the concepts of differentiation and integration with particular emphasis upon their applications to solving problems that arise in the world of business. This course is designed primarily for business majors and is not open to mathematics majors.

211. Analytic Geometry and Calculus III/(4).S.

A study of trigonometric and exponential functions, parametric equations, arc length, polar coordinates, and methods of integration. Prerequisite: Mathematics 112.

212-213. Analytic Geometry and Calculus IV and V/(4-4).F-W.

A study of applications of integration, solid analytic geometry, vectors in two and three dimensions, infinite series, partial differentiation, and multiple integration. Prerequisite: Mathematics 211.

214. Introduction to Linear Algebra/(4).W;S.

A study of vectors, matrices, and linear transformations, principally in two and three dimensions.

248. Independent Study/(1-6).F;W;S;SS.

301-302. Intermediate Analysis/(3-3).W-S.

A treatment of the calculus of real valued functions of real variables which is designed for the junior level student who will likely be teaching elementary calculus. Prerequisite: Mathematics 321 or permission of instructor.

311-312. Differential Equations/(3-3).F-W.

A study of methods of solution of ordinary differential equations. Prerequisite: Mathematics 211.

321-322. Modern Algebra/(3-3).F-W.

A study of rings, integral domains, integers, fields (rational, real, and complex), groups, and polynomials. Prerequisite: Mathematics 211 or permission of the instructor.

325. A Study of Integers/(3).W;S.

A study of the integers beginning with the Peano postulates and including the Fundamental Theorem of Arithmetic, Diophantine equations, congruences, Fermat's and Wilson's theorems, perfect numbers, Euler's theorem, Fermat's conjecture, and the Goldbach conjecture. Emphasis will be on the historical as well as the theoretical development of the subject. Prerequisite: Mathematics 321 or permission of the instructor.

331-332-333. Mathematics for Elementary Teachers/(5-5-5).F-W-S.

A study of the area of mathematics related to the modern elementary school curriculum. To be included are topics from abstract algebra, geometry, number theory, mathematical logic, trigonometry, and intuitive calculus. Not open to mathematics majors. Prerequisite: Mathematics 104.

341. History of Mathematics/(3).F.

A study of the development of mathematical thought.

348. Independent Study/(1-6).F;W;S;SS.

349. Instructional Assistance in Mathematical Sciences/(1-2).F;W;S;SS.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Grading will be on a satisfactory-unsatisfactory basis only. Prerequisite: Junior or senior standing.

361-362. Introduction to Geometry/(3-3).F-W.

A study of the development of Euclidean geometry including both the synthetic and the metric approach. Topics to be considered include parallelism and similarity, measurements, ruler and compass constructions, and consideration of at least one non-Euclidean geometry. Prerequisite: Mathematics 211 or permission of the instructor.

371. Introduction to the Application of Mathematics/(3).S.

A survey of problems in the physical, engineering, biological, and management sciences in which undergraduate level mathematics is useful in the formulation and solution.

415. Introduction to Numerical Methods/(3).F.

The analysis and application of selected numerical methods for the solution of polynomial equations, systems of linear equations, and differential and integral equations. The student should have some familiarity with differential equations and computer programming.

416. Fourier Series and Boundary Value Problems/(3).W.

A study of several systems of orthogonal functions and how these systems are used to solve certain partial differential equations occurring in mathematical physics. Prerequisite: Mathematics 312.

417. Intermediate Differential Equations/(3).S.

A study of the theory of ordinary differential equations emphasizing the existence and uniqueness of solutions to certain classes of differential equations. Prerequisite: Mathematics 312.

**440. Undergraduate Seminar/(1-6).
On demand.**

(Permission to register must be given by the department chairman.)

456. Geometry for Elementary School Teachers/(3).S;SS.

An informal treatment of aspects of geometry which are relevant to the elementary school curriculum. The topics considered include congruence, measure of segments and angles constructions, parallels and parallelograms, similarity, space geometry, areas and volumes, and measurements related to circles. Not open to mathematics majors.

459. Foundations of Arithmetic/(3).SS;Ex.

A study of the laws of arithmetic, concept of number, postulational treatment of number systems, logical reasoning. Not open to mathematics majors.

461-462. Introduction to Real Variables/(3-3).F-W.

A rigorous treatment of the concepts of sequences, series, limit, continuity, differentiation, integration, and sequences and series of functions. Prerequisite: Mathematics 321-322.

471. Elementary Group Theory/(3).F.

A study of group theory including such topics as quotient groups, permutation groups and finite Abelian groups. Prerequisite: Mathematics 321-322.

472. Elementary Ring Theory/(3).W.

A study of rings, subrings, ideals, principal ideal domains, and polynomial rings. Prerequisite: Mathematics 321-322.

**477-478. Introduction to Topology/
(3-3).F-W.**

A study of the basic concepts of general topological spaces including such topics as elementary point set topology, product spaces, metric spaces and continuous functions. Prerequisite: Mathematics 321-322.

481. Foundations of Geometry/(3).F;S.

A treatment of projective geometry including both the synthetic and the analytic approach. Also to be considered is a study of the relation to Euclidean, affine, and hyperbolic geometries to projective geometry. Prerequisite: Mathematics 362 and Mathematics 214.

Graduate Courses

**501-502-503. Numerical Analysis with
Computer Applications/(3-3-3).F-W-S.**

A study of numerical methods of solutions of algebraic, differential, and integral equations and methods of integration with emphasis on the analysis of errors and convergence properties. Problem solving aspects will utilize computers. The course is directed toward the students who will be teaching computer-oriented mathematics courses as well as those who may work in industry. Prerequisite: Linear algebra, real analysis, and computer programming.

511-512. Real Variables/(3-3).F-W.

A study of the Lebesgue Integral leading to the proof and applications of the Lebesgue-Radon-Nikodym theorem. Prerequisite: Mathematics 462.

**513. Selected Topics in Analysis/(3).
On demand.**

514. Complex Variables/(3). On demand.

An introduction to the study of complex variables to include such topics as line integrals, the Cauchy theorem, the Cauchy integral formula, Morera's theorem, and the Laurent series.

521. Galois Theory/(3).F.

A study of fields and field extensions. Prerequisite: Mathematics 471 and Mathematics 472.

522. Vector Spaces and Modules/(3).W.

A study of rings and modules with special emphasis on the case where the ring is a field. Prerequisite: Mathematics 471 and Mathematics 472.

**523. Selected Topics in Algebra/(3).
On demand.**

531. Topology/(3).S.

A study of topology to include such topics as general product spaces, complete metric spaces, compactifications, embedding and metrization theorems, and quotient spaces. Prerequisite: Mathematics 478.

532. Algebraic Topology/(3).S.

A study of elementary homology and homotopy theory including applications in other areas of mathematics. Prerequisite: Mathematics 478.

**533. Selected Topics in Topology/(3).
On demand.**

540. Graduate Seminar/(1-6).F;W;S.

**548. Independent Study in Mathematics/
(1-6).F;W;S;SS.**

Prerequisite: 18 hours of graduate mathematics.

550. Master of Arts Thesis/(6).F;W;S.

**559. Investigations in the Teaching of
Mathematics/(3).SS.**

An examination of recent research and experimental programs in the teaching of secondary school mathematics.

560-561. Analysis for Teachers/(3-3).SS.

A rigorous study of elementary calculus extending to a treatment of fundamental concepts of analysis involving functions of a real variable.

**563-564. Linear Algebra for Teachers/
(3-3).SS.**

A study of elementary concepts of linear algebra extending to a rigorous level of algebraic proof.

566. Topics in Algebra and Analysis for Teachers/(3).SS.

An extension of 561 and 564 with a treatment which investigates the unifying concepts of algebra and analysis.

567. Computer Applications in the High School/(3).SS.

An examination of ideas fundamental to computers and data processing together with programming experience. Effects of the computer on the high school curriculum and as a teaching aid

will be discussed. Use of a computer will be included.

568. Mathematical Applications in the High School Disciplines/(3).SS.

An examination of mathematical theories with respect to their applications to other high school disciplines such as biology, chemistry, and physics.

569. Special Topics in Mathematics Education/(1-6).SS.

A flexible program of reading, study, planning, and writing designed to meet the needs of individual teachers or groups of teachers in the field of secondary school mathematics. Prerequisite: 18 hours of graduate mathematics education courses.

Computer Science

A minor in computer science consists of 18 quarter hours and must include Computer Science 353.

**251. FORTRAN Programming/(2).
F;W;S;SS.**

A study of FORTRAN programming language and flow charts as applied to scientific problems. Intended for any student having a need for computer assistance. No prerequisite.

252. COBOL/(3).W.

A study of the COBOL programming language. This course aims at a basic competence in writing and running COBOL programs.

**258. Introduction to Computer Science/
(3).F;S;SS.**

A study of the basic ideas about computers and their use. The course assumes prior knowledge of FORTRAN programming and makes use of programming as part of the activity. Topics covered include stored-program concepts, data representation and conversion, analysis of algorithms with flow charts, and related topics.

259. Advanced Programming/(5).F;W.

Compiler languages and their application to nontrivial algorithms—both numerical and nonnumerical.

**353. Assembly Language Programming/
(4).W;S.**

A study of the use of computers in simulation, Monte Carlo methods of analysis, linear programming, and management information systems. Prerequisite: Computer Science 259.

355. Data Structures/(4).S.

A study of stacks, deques, trees, and other structures, together with algorithms for representing and using them. Prerequisite: Computer Science 259; (Computer Science 353 suggested.)

**356. Current Computer Use/(1-6).
On demand.**

This course consists of work done with a cooperating institution which makes use of computers. This work is to be

part of the total computer-oriented activity of the cooperating institution so that it will contribute significantly to the student's background in the field. Permission to register must be given by the department chairman.

357. Research Support/(1-6). On demand.

This course consists of assisting in research activities of various types and is aimed at the design and implementation of research which depends on the computer for computations. The student must be directly involved in providing the computer support phase of the research. Permission to register must be given by the department chairman.

451. Studies in Computer Science/(4). On demand.

This course is intended to help the student advance himself (under the direction of an instructor) in the area(s) of his special interest in computer science. *It may be taken only after a minor in computer science is completed.*

Statistics

380. Statistical Methods I/(4).F;W;S.

A study of statistical methodology including organization and presentation of data, probability, statistical distributions, hypothesis testing, simple regression. Emphasis will be on computational procedures rather than theoretical development. Prerequisite: Mathematics 107 or equivalent.

381. Statistical Methods II/(4).W;S.

A continuation of Mathematics 380. Topics covered will include regression, analysis of variance, analysis of covariance and experimental design. Emphasis will be on computational procedures rather than theoretical development. Prerequisite: Mathematics 380.

382. Statistical Computation/(3).S.

Applications of digital computers in statistical analysis through utilization of canned programs. Emphasis will be on data preparation and interpretation of results. The student will program some statistical procedures. Prerequisite: Mathematics 380 and Computer Science 251 or 258.

421. Nonparametric Statistical Methods/(3). On demand.

A study of nonparametric methods in hypothesis testing. Emphasis will be on applications rather than theoretical development. Prerequisite: Mathematics 380.

422. Linear Statistical Models/(3). On demand.

A study of regression analysis, analysis of variance, analysis of covariance and associated tests of hypothesis via least squares theory. Prerequisite: Mathematics 214 and Mathematics 381.

491-492-493. Probability and Mathematical Statistics/(3-3-3).F-W-S.

A study of probability and statistics based on discrete and continuous sample spaces. Prerequisite: Mathematics 213.

Department of Philosophy and Religion

Richard A. Humphrey, Chairman

The objectives of the Philosophy and Religion Department are to acquaint students with the religious and philosophical history of mankind, giving special attention to those aspects of tradition having most to do with the

shaping of the Western mind; to promote critical examination of philosophical and religious issues; and, to promote a desire for advancing the skills and frontiers of knowledge in philosophy and religion and, thus, in every area of human endeavor where truth and the well being of persons are the goals.

In keeping with these objectives an interdisciplinary major and minor in philosophy and religion are offered. Within the framework of these programs one may choose to elect an emphasis in philosophy or religion. For participants in the graduate program a limited amount of graduate work is available, including a nine hour graduate minor. The minor program is designed for students on an individual basis. For further information contact the department chairman.

A major in philosophy-religion leading to the Bachelor of Arts degree consists of 45 hours. Each student must participate in the following core, to be taken if possible in the order listed: Philosophy 311, Religion 313, Religion 314, Religion 404 or Philosophy 308, and Philosophy 405. Each student must elect 26 additional hours, including two seminars.

A minor in philosophy-religion consists of 23 hours, including Philosophy 308 or Religion 404 and a three-hour seminar.

A student majoring in the department must obtain credit for two courses in literature outside the department. If a student has satisfied the general education requirement of two courses in literature by taking one or more of those courses in religion counting towards this requirement, he will be allowed to count them toward his major, but he must obtain additional credit in literature equal to that counted towards the major.

To earn the Bachelor of Arts degree the student must complete 9 quarter hours of a second year of a foreign language or higher. The department recommends that a major who anticipates graduate studies elect a second foreign language in addition to the one required (German and French are preferred).

The department requires a student majoring in philosophy-religion to take History 101, 102, 103, and 104 or the equivalent.

Courses of Instruction in Philosophy and Religion

(For a description of the notation used in the following list of courses, see p. 80.)

Philosophy

**188. Basic Concepts in Philosophy/
(3).F;W;S.**

A general introduction to the basic patterns and methods of philosophy as presented through representative thinkers.

189. Ethics/(3).F;W;S.

A critical and historical examination of ethical systems and the meaning of moral ideas.

200. Logic/(3).F.

A study of logistic method, cogency, and clarity in reasoning. The purpose is to develop the student's capacity for accurate reasoning and sustained reflection.

206. Aesthetics/(3).W.

A study of aesthetic values in nature, art, literature, music, and architecture.

248. Independent Study/(1-6).F;W;S;SS.

308. Philosophy Colloquium/(3).S.

Selected projects in philosophy. The projects will vary and, barring duplication of content, a student may repeat the course for credit.

311. Ancient Philosophy/(4).F.

An introduction to philosophy through the study of the pre-Socratic philosophers and of Plato and Aristotle.

313. Modern Philosophy I/(4).W.

A study of views of eminent philosophers of the seventeenth and eighteenth centuries, including Descartes, Hume, and Kant.

314. Modern Philosophy II/(4).S.

A study of the views of eminent philosophers of the nineteenth and twentieth centuries, including the German idealist tradition, the Anglo-American analytic tradition, and phenomenology and existentialism.

348. Independent Study/(1-6).F;W;S;SS.

**349. Instructional Assistance in
Philosophy/(1-2).F;W;S;SS.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Grading will be on a satisfactory-unsatisfactory basis only. Prerequisite: Junior or senior standing.

**405. Contemporary Issues in Philosophy
and Religion/(4).S.**

A study of the most vital points of interaction between philosophy and religion in the twentieth century.

**410. The Nature of Reality and
Knowledge/(4).W.**

An investigation of the nature of reality, of knowledge, and of their interrelationship. Prerequisite: Philosophy 188 or 311 or permission of the instructor.

**440. Seminar: Studies in Philosophy/
(3).F;W;S.**

An intensive study of one philosopher, philosophical movement, problem, or major idea. The subject of this course will vary and, barring duplication of subject matter, a student may repeat the course for credit. Prerequisite: Philosophy 188 or 311 or permission of instructor.

Religion

Area I. The Nature of Religion

**200. Religion and the Life of Man/
(3).F;W;S.**

An analysis of the meaning of religious phenomena.

Area II. The Major Religious Traditions of the World

A. Jewish Studies

**202. Introduction to the Old Testament/
(3).F;W;S.**

A study of the history, literature, and faith of Israel.

302. Judaism/(3).S.

An examination of the history, literature, and faith of post-exilic Judaism.

B. Christian Studies

**203. The Life and Teaching of Jesus/
(3).F;W;S.**

An examination of the life and teaching of Jesus as presented in the gospels of Matthew, Mark, and Luke.

**304. The Gospel and Revelation of
John/(3).W.**

A study of the major literature attributed to the Apostle John focusing on the Gnostic and apocalyptic alternatives for understanding the meaning of Christian existence.

313. Early Christianity/(4).F.

A study of Christianity from its origin to the fall of Rome, focusing on its struggle to interpret its mission in the contest of the Roman Empire.

**314. Medieval Philosophy and Religion/
(4).W.**

An examination of Christian religious and philosophical movements from the fall of Rome to the Reformation.

**C. Near Eastern and Primitive
Religions**

**306. Islam and Near Eastern Religions/
(3).W.**

A study of primitive religions and of the historical development of the religions of the Near East with special emphasis on Islam and Zoroastrianism.

**D. The Religions of the Far
East**

**305. Buddhism and Far Eastern
Religions/(3).F;S.**

A study of the historical developments of the religions of India, China, and Japan.

Area III. Religion and Culture

**206. Philosophy and Religion in
America/(4).F;S.**

An examination of the principal movements in philosophy and religion in America.

307. Christian Ethics/(3).W.

The nature of Christian ethics. Analysis of leading ethical themes based on the Christian gospel. History of Christian ethical thought and discussion of such problems as freedom, politics, race relations, war, and peace.

407. Religious Ideas in Literature/(3).F.

A study of the religious ideas in the writings of such men as Milton, Donne, Dante, Browning, Dostoevsky, Faulkner, Beckett, Kafka, Camus, Sartre, MacLeish, and T. S. Eliot.

Area IV. Disciplinary Studies

248. Independent Study/(1-6).F;W;S;SS.

348. Independent Study/(1-6).F;W;S;SS.

**349. Instructional Assistance in
Religion/(1-2).F;W;S;SS.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Grading will be on a satisfactory-unsatisfactory basis only. Prerequisite: Junior or senior standing.

404. Religion Colloquium/(3).S.

Selected projects in religion. The projects will vary and, barring duplication of content, a student may repeat the course for credit.

440. Seminar/(3).F;W;S.

An intensive study of special problems, topics, or issues related to the study of religion. The subject matter of this course will vary and, barring duplication of subject matter, a student may repeat the course for credit.

Department of Physics

Walter C. Connolly, Chairman

The objectives of the Department of Physics are:

1. To give an understanding to the beauty and symmetry of the laws of nature.
2. To develop in all students a curiosity and questioning attitude toward their physical environment.
3. To train students to teach science at all levels.
4. To encourage students to consider graduate school with the aim of a professional life as a scientist.

In keeping with these objectives two undergraduate major programs are offered. Minor programs are offered for both the undergraduate and the graduate student.

A major in physics leading to the Bachelor of Arts degree consists of a minimum of 48 hours in physics above the 100 level including 211, 212, 213, 301, 302, 303, 304, 320, 330, and 450. In addition, 2 quarter hours minimum must be taken from Experimental Physics (440, 441, 442) and 13 quarter hours in physics electives. A physics major must take a year of chemistry and Mathematics 111, 112, 211, 212, 213, 311, and 312.

An undergraduate minor in physics consists of Physics 101-102, 103 or Physics 150-151, 152 and any 12 hours of electives in physics.

A graduate (M.A.) minor in physics consists of 9 quarter hours selected from physics offerings numbered 450 and above.

A major in physics leading to the Bachelor of Science degree and teacher certification consists of a minimum of 48 quarter hours in physics including 101-102, 103 or 150-151, 152, and 211, 212, 213, 301, 303, 320, and 450. In addition, 2 quarter hours must be taken from Experimental Physics (440, 441, 442) and 10 hours of physics electives. A physics major in this program must take a year of biology, a year of chemistry, and Mathematics 111, 112, 211, 212, 213, 311, and 312.

For the curriculum for a major in science and concentration in physics leading to the Bachelor of Science degree and teaching certification, see page 170.

Courses of Instruction in Physics

(For a description of the notation used in the following list of courses, see p. 80.)

101-102, 103. General Physics/ (4-4,4).F-W,S;SS.

A study of the basic principles of physics; mechanics, heat, sound, electricity, magnetism, light, and modern physics. Prerequisite: Mathematics 107 or equivalent. Lecture three hours, laboratory three hours.

105. Physics of Sound/(5).S.

A course designed primarily for music majors and for those interested in the science of wave phenomena. A study of audible sound, standing waves, resonance, auditory perception, instruction and room acoustics. A minimum of mathematical analysis will be used. Lecture four hours, laboratory two hours. Prerequisite: Physics 101.

106. Physics of Light and Color/(5).S.

A study of the principles of reflection, refraction, interference, diffraction, and polarization of light. Wave and particle duality of light will be discussed along with optical instruments such as the eye and camera. The basic physics of photography, color pigments, lasers, and holography will be included. Prerequisite: Physics 101. Lecture four hours, laboratory two hours.

150-151, 152. Analytical Physics/ (5-5,5).F-W,S.

An analytical and quantitative approach to classical and modern physics employing calculus. Especially designed for students majoring in chemistry, mathematics, and pre-engineering. Not recommended for freshmen. Lecture four hours, laboratory three hours.

211, 212, 213. Intermediate Physics I, II, III/(4,4,4).F,W,S.

An analytical and quantitative approach to classical physics employing calculus. A study of optics, radiation,

mechanics, and electricity and magnetism. Designed for students majoring or minoring in physics. Prerequisite or corequisite: Mathematics 211, 212, 213. Prerequisite: Physics 101-102, 103 or Physics 150-151, 152. Lecture three hours, laboratory three hours.

215. Descriptive Astronomy/(3).F;S;SS.

A study of our solar system, sun, moon, planets, meteors, comets; astronomical instruments and their use; sightings of the moon and planets will be made from the departmental observatory. Lecture three hours. (Same as Geology 215 and Geography 215.)

216. Descriptive Modern Astronomy/ (3).W.

A descriptive study of modern topics in astronomy emphasizing phenomena beyond the solar systems. Topics include: pulsating, explosive, and erratic stars; properties of stars and star systems; nebulae, quasars, black-holes, galactic dynamics and systems; cosmological models of the universe and physical evidence for extraterrestrial life. Topics from the properties of gravitation, light, emission and radiation of energy from atoms necessary for an understanding of the above phenomena will be treated. Several sightings from the physics department observatory will be made. Lecture three hours.

248. Independent Study/(1-6).F;W;S;SS.

301-302. Mechanics/(4-3).F-W.

A study of dynamics of rigid and non-rigid bodies, central force fields, damped and undamped vibrating systems, wave motion, Lagrange's and Euler's equations. Prerequisite: Physics 212 and Math 213. Lecture three hours, laboratory three hours for 301 and lecture three hours for 302.

**303-304. Electricity and Magnetism/
(4-3).W-S.**

A study of electric and magnetic phenomena, electrostatics, Gauss' Law, resistivity and conductivity, direct and alternating currents, electromagnetic induction, Maxwell's equations. Prerequisite: Physics 213 and Math 213. Lecture three hours, laboratory three hours for 303 and lecture three hours for 304.

320. Modern Physics/(3).F.

A study of the more recent discoveries and developments in physics. Relativity; x-rays; natural and artificial radioactivity; nuclear fission; atomic physics; high energy accelerators. Prerequisite: Physics 101-102, 103 or Physics 150-151, 152. Lecture three hours.

330. Heat and Thermodynamics/(3).W.

A study of the first and second laws of thermodynamics, including topics such as temperature measurements, transfer of heat; Maxwell's equations. Prerequisite: Physics 101-102, 103 or Physics 150-151, 152 and Mathematics 213. Lecture three hours.

348. Independent Study/(1-6).F;W;S;SS.

**349. Instructional Assistance in Physics/
(1-2).F;W;S;SS.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Grading will be on a satisfactory-unsatisfactory basis only. Prerequisite: Junior or senior standing.

**350. Physical Science Investigations/
(5).W.**

A course designed expressly for *elementary education majors* who choose their academic concentration in science. Classical and modern physical science will be discussed as a basis for the topics introduced in the upper elementary curriculum. Prerequisite: Biology

107 and Physical Science 101-102-103. Lecture four hours, laboratory two hours. Others may take this course with the approval of the chairman.

380. Nuclear Radiation Detection/(3).F.

A study of the theory and application of various types of nuclear detectors such as Geiger-Muller, scintillation, gas flow, photographic film, bubble chamber, etc. Theory and experiment with different counters, geometry of counters, probability of error in counting. Prerequisite: Physics 101-102, 103 or Physics 150-151, 152. Lecture two hours, laboratory three hours.

**440, 441, 442. Experimental Physics/
(Maximum credit 6).F,W,S.**

Advanced laboratory in mechanics, heat, optics, sound, nuclear, physics, electricity and magnetism. Laboratory three hours for each hour of credit.

**450. Seminar/(Maximum credit 3).
F;W;S.**

A study of current physics research results.

453. Electronics/(4).W.

A study of the basic components, circuits, and systems encountered in electronic instrumentation. Special emphasis is given to the transistor, field effect transistor (FET), silicon controlled rectifier (SCR), and linear integrated circuits. Circuits and instruments for making quantitative measurements of the physical properties of biological and physical systems will be used. Prerequisite: Physics 101-102, 103 or Physics 150-151, 152. Lecture three hours, laboratory three hours.

**464-465, 466. Advanced Modern Physics/
(3-3,3).F-W,S.**

An introduction to Quantum Mechanics and the application of quantum ideas to nuclear physics, statistical mechanics, and solid state properties of matter. Prerequisite: Physics 301, 303, 320. Lecture three hours.

470, 471. Physics for Teachers/(3,3).SS.

A study of the fundamental law of physics with emphasis on demonstrations and methods. Designed for those currently teaching science and for those planning to teach science. Lecture three hours.

488. Special Topics Seminar/(3).

On demand.

A seminar devoted to single topics such as: relativity, ultrasonics, advanced thermodynamics, research tech-

niques, optics, etc. Prerequisite. Consent of instructor.

516. Modern Astronomy for Science Teachers/(3).SS.

A study of the solar system, measuring and detecting instruments, and phenomena beyond our solar system such as stellar evolution, nebulae, quasars, black holes, comets, and physical evidence for extraterrestrial life. Use of reflecting and refracting telescopes during night observations will be included. Lecture three hours.

Department of Political Science

Richter H. Moore, Jr., Chairman

The purposes of the Department of Political Science are to enable students to critically observe, to analyze, and to understand the complex political world in which they live; further, its purpose is to encourage students to become knowledgeable and active citizens who play a role in the political processes of the nation and the world.

A major in political science leading to the Bachelor of Arts degree consists of 48 hours including Political Science 200, 201, 301 and one course in each of the following areas in political science: American political institutions, comparative political institutions, international relations, methodology and the political process, political theory, public administration, and public law and judicial behavior. The remaining 18 hours consist of electives. To earn the Bachelor of Arts degree, the student must complete 9 quarter hours of the second year of a foreign language.

A minor in political science consists of 24 quarter hours including Political Science 200 or 201. The remaining 21 hours are elective but the courses must come from at least three areas of political science, and 15 of the 21 elective hours must be taken at the 300-400 level.

The department also provides a concentration in political science for those majors in social science seeking a Bachelor of Science degree and teacher certification. See page 170.

The Department of Political Science requires as a prerequisite for graduate work an undergraduate major or minor in political science. The academic Master of Arts degree requires a minimum of 45 quarter hours of

graduate credit, including Political Science 500, 501, and 6 quarter hours for the thesis which is required. In addition to the course work, each candidate will demonstrate proficiency in reading a foreign language or using statistics and computer science as a research tool. In addition to the academic Master of Arts degree, a student may earn a Master of Arts degree with a major in political science in the program for secondary school teachers or the program for junior college teachers.

Courses of Instruction in Political Science

(For a description of the notation used in the following list of courses, see p. 80.)

**200. Introduction to Political Science/
(3).F;W;S;SS.**

Political science as a discipline, its method and outlook. Introduction to scope and content of politics: theory and operations of democratic and non-democratic governments. *Required of all political science majors and social science majors concentrating in political science.*

**201. American National Government/
(3).F;W;S;SS.**

A study of the formation and development of the national government, its organization, functions, and powers.

202. Problems and Policies of American Government/(3).F;W;S;SS.

A study of the policies, function, and programs of the national government. Specific policies in the area of labor, agriculture, business, welfare, civil rights, and national security are critically analyzed against a background of history, politics, and governmental institutions.

**203. State and Local Government/
(3).F;W;S;SS.**

A study of the organization, functions, and powers of state, county, and municipal government in the United States.

248. Independent Study/(1-6).F;W;S;SS.

265. Introduction to Public Administration/(3).F;S.

A study of administrative organization, relationships, and controls in the United States with emphasis on national public administration.

301. An Introduction to Political Analysis/(3).F.

An introduction to the basic research methods in political science: behavioral methods for collection, review, organization, and analysis of political data and historical quantitative comparative techniques of analysis.

302. Political Theory Through The Seventeenth Century/(3).F.

A survey and analysis of political thought from Plato through the seventeenth century, including selected writings of Plato, Aristotle, Aquinas, Machiavelli.

303. Modern Political Thought/(3).W.

A historical survey and philosophical analysis of political thought from the Reformation through the nineteenth century.

**304. Contemporary Political Thought/
(3).S.**

A critical study of the principal political theories of the present day.

305. Government and Politics in Rural America/(3).F.

A study of governmental organization and community power structures in rural America with emphasis on current problem areas such as law enforcement, public service facilities and finances.

306. Government and Politics in Urban America/(3).W.

A study of the politics and problems of suburban and urban areas. The course will include government organizations, community power structure, urban political organizations, and selected problems of urban government.

309. American Political Parties/(3).F;SS.

A study of the nature, organization administration, function of political parties, with consideration given to their role in democracy, pressure groups, problems of American suffrage, political campaigning.

310. International Relations/(3).F;S;SS.

A survey of the problems in international relations, including power politics and organizations for settling international problems.

328. Socio-Political Environment of Leisure and Recreation/(3).F.

An interdisciplinary approach to the study of the integration of social and political structure and function and human development of and participation in recreational activity. A practical approach through social and political phenomena. Prerequisite: Junior standing. (Same as Sociology 328.)

340. Public Opinion and Propaganda/(3).F;S.

A study of the media and techniques of propaganda, and of propaganda as an instrument of public opinion formation. Concepts from political science and sociology will be used in an analysis of the formation and nature of public opinion and pressure groups. (Same as Sociology 340.)

348. Independent Study/(1-6).F;W;S;SS.

349. Instructional Assistance in Political Science/(1-2).F;W;S;SS.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Grading will be on a satisfactory-unsatisfactory basis only. Prerequisite: Junior or senior standing.

360. Introduction to Law/(3).F.

An examination of the antecedents of the American legal system; emphasis on selected legal systems and political institutions of the Hebrews, Ancient Greece, Rome, and Medieval Europe; the evolution of Roman law, the influence of the Christian Church and of English common law and equity.

361. The American Judicial Process/(3).F.

An examination of judicial systems, court procedures, appeals procedures, and the use of legal reference materials with selected cases.

364. The Administrative Process/(3).F.

Consideration of the process and environment of American public administration with emphasis on the decision making process and on the role of administrative agencies in the development and execution of public policy. The approach will be analytical rather than descriptive, with extensive use of case studies.

369. The Legislative Process/(3).W.

A study of the structure, functions, and behavior of local, state, and national legislative bodies with emphasis on composition, leadership procedures, party and interest group roles, constituency influence, and representation theory.

402. The Presidency/(3).F.

The central role of the American Presidency in the political processes. Em-

phasis on contemporary institutional nature of that office and the behavior of its occupants.

408. Governments and Politics in the Middle East/(3).W.

A study of the governments and politics of Iran, Iraq, Syria, Lebanon, Egypt, Jordan, Saudi Arabia, and Turkey.

451. Governments and Politics of Asia/(3).F.

A study of the policies and institutions of the major Asian governments. Primary emphasis is given to the political evolution and current implementation of the major internal and foreign policies of Japan, China, and India.

452. Latin American Government and Policies/(3).F.

The structure and dynamics of Latin American political institutions. Attention is given to formal institutions and to basic social, economic, and cultural factors.

454. The Electoral Process/(3).S.

An examination of the factors which contribute to an electoral choice. Both sociological and psychological influences are considered.

455. American Political Thought/(3).W.

A study of the main currents of political thought in the United States from 1776 to the present.

457. International Law/(3).W.

An examination of the nature, scope, sources, and sanctions of international law; the rights and duties of states and individuals.

458. International Organizations/(3).S.

An examination of the development and functioning of world organizations with special emphasis on the United Nations and its specialized agencies.

460. American Foreign Policy/(3).S.

A study of the political process by which contemporary foreign policy is made and executed.

462, 463. Constitutional Law of the United States/(3,3).W,S.

An intensive study of the court decisions which have contributed to the contemporary interpretation of the American Constitution.

466. Administrative Law/(3).S.

A study of administrative powers and procedures in the U.S. with special attention to the legal and administrative methods of achieving a responsible bureaucracy and of balancing public interest with private rights.

467. Public Personnel Administration/(3).W.

A study of public personnel systems in the U.S. with major concentration on the national civil service system. Special emphasis is given to current research in the areas of leadership, informal organization, motivation, and small group theory.

470. Political Sociology/(3).S.

(Same as Sociolgy 470.)

473. Politics of Developing Nations/(3).W.

An examination and analysis of the political processes in the developing areas of the world, consideration of stresses of change, the international interactions and behavior of nations in their struggle toward political modernization.

475. The Governments and Politics of Western Europe/(3).F.

A survey of the governmental institutions and political process in the parliamentary democracies of Western Europe with special emphasis on Great Britain, Federal Republic of Germany, and France.

476. Governments and Politics of Eastern Europe/(3).W.

A survey of the governmental and party institutions, practices, and procedures in the Soviet Union and Eastern Europe.

478. Governments and Politics of Africa South of the Sahara/(3).S.

A study of the governments and political institutions, domestic and international politics of the independent states of sub-Saharan Africa.

480. Internship in Public Affairs/(3-6).F;W;S;SS.

Field work in the office of a governmental agency; city, county, state, or national. Under certain circumstances, it might be the office of a political party organization or in that of some organized pressure group. The type of internship and place of organization in which it is taken must be satisfactory to the student and to the department. A research paper in which the student correlates his academic knowledge with his practical experience is required.

481. The Political Novel/(3).W.

An examination of the contributions of the novelist in creating a political model that can be used to effectively explain and describe political behavior.

482. Political Leadership/(3).W.

An examination of the factors responsible for the development of the political leader; the influence of third persons, health, family background, personality, social class, and accidents of history that place a particular individual in a position to assume leadership.

490. Seminar: Scope and Methods of Political Science/(3).W.

Graduate Courses

500. Bibliography and Research/(3).F.

501. Reading and Research in Political Behavior/(3).W.

A comparative analysis of the factors influencing political behavior, political socialization, and political participation.

504. Seminar in American Government and Politics/(3).F;SS.

Special investigation of selected topics in American government and politics. The topics will vary from year to year and, barring duplication, may be repeated for credit.

505. Reading and Research in Empirical Political Theory/(3).S.

An in-depth analysis of political belief systems, recent democratic theories, and political personality.

508. Reading and Research in Public Law and Judicial Behavior/(3).S.

An examination of the multiple roles of law and the judicial system in the formulation and execution of public policy to include the role of the judiciary in politics and government with emphasis on variables affecting judicial decision making.

510. Democratic and Totalitarian Systems/(6).SS.

A comparative analysis of constitutional democracy and totalitarian systems. Offered as a summer institute.

513. Reading and Research in International Relations/(3).W;SS.

This course will concern itself with in-depth treatment of the problems and policies of developing nations, the issues of colonialism, imperialism, nationalism, and an examination of current methodological trends in the exploration of these problem areas.

515. Problems of Public Administration/(3).S.

An examination of selected problems in public administration with emphasis on analytical case studies.

**517. Geographic Aspects of World
Affairs/(3).S.**

A geographic analysis of major world movements and events associating the physical environment with social, political, racial factors. (Same as Geography 523.)

**525. Seminar in Comparative Govern-
ment and Politics/(3).F;SS.**

An examination of selective areas of comparative governments. The topic will vary from year to year and, barring duplication, may be repeated for credit.

**535. Problems in State and Local
Government/(3).W.**

Research on selected topics and American state and local government.

The topic will vary from year to year and, barring duplication, may be repeated for credit.

540. Seminar/(3). On demand.

**548. Independent Study in Political
Science/(1-6).F;W;S;SS.**

**550. Master of Arts Thesis/(3-6).
F;W;S;SS.**

**565. Selected Topics in Political Science/
(1-4). On demand.**

An intensive investigation of a particular topic in Political Science.

Department of Psychology

Walter T. Snipes, Chairman

The objectives of the Department of Psychology are:

1. To prepare students for postgraduate and terminal programs in psychology.
2. To create viable interest in psychology—an interest that will be paralleled by a growing competency in the discipline.
3. To provide future teachers with workable repertoire of sound psychological principles to underlie the teaching methodology.
4. To advance psychology as a science and as a means of advancing human welfare.

A major in psychology leading to the Bachelor of Arts degree consists of 42 quarter hours including Psychology 201, 202, 321 or 365, 364, 457, 458; one course from 301, 450, 451, 452; Mathematics 380; and 17 quarter hours of psychology electives.

A minor in psychology consists of 21 quarter hours including 201, 202, and 15 quarter hours of electives.

The Master of Arts degree in general-theoretical psychology consists of 45 quarter hours including 6 quarter hours credit for research and thesis. Required courses include Psychology 457, 458, 500, 534, and 550. A candi-

date must take any four of the following courses: Psychology 466, 528, 529, 530, or 531. A reading knowledge of an approved foreign language is required of all candidates for the degree. The candidate may select a minor field in sociology or the physical or biological sciences. Within the general-theoretical framework, a candidate may choose to pursue a program for junior college teaching or rehabilitation psychology and take 54 quarter hours credit rather than completing a thesis. Specific courses in the junior college program include Psychology 457, 458, 500, and 534, as well as Administration, Supervision and Higher Education 544. The candidate will choose *four* of the following: Psychology 466, 528, 529, 530, or 531; and *one* of the following: Administration, Supervision and Higher Education 544, 545, or 574. The candidate must also have an undergraduate major in psychology. The rehabilitation psychology program consists of 54 hours including 6 quarter hours for a one quarter internship. Core courses include Psychology 500 or Counselor Education and Reading 500, Psychology 390, 391, 392, 473, 537, 554, and 585. The minor for this program is in junior college teaching and the student should select 6 hours within this area. The Master of Arts degree in clinical psychology consists of 70 quarter hours of graduate credit including 6 quarter hours of research and thesis and 12 quarter hours of internship. Required courses include Psychology 500, 526, 536, 537, 550, 551, 552, 553, 554, 558, 559, 560, and 561. In addition to course work, thesis, practicum, and internship, each candidate shall demonstrate reading proficiency in an approved foreign language.

Courses of Instruction in Psychology

(For a description of the notation used in the following list of courses, see p. 80.)

201. General Psychology/(3).F;W;S.

Emphasizes psychology as a science of human behavior; man as a biological organism in a social world; man as a motivated person with attitudes, emotions, needs, desires; man as a thinking, imagining, reasoning, learning person. Attempts to relate man to his biological, physical, cultural, and personal worlds.

202. General Psychology/(3).F;S.

A continuation and extension of 201. Emphasis placed on emotional and social handicaps, cognitive processes,

personality, group-related behavior, communication, and industrial psychology.

248. Independent Study/(1-6).F;W;S;SS.

301. Human Growth and Development/(3).F;W;S.

A study of the interaction of biological and environmental factors in the growth of the individual from conception to maturity.

302. Educational Psychology/(3).F;W;S.

An analysis of the processes important in learning. The major concepts, the-

ories, and research in learning, thinking, and development are emphasized. Special attention is given to educational applications. Required of majors in elementary and secondary education.

303. Principles of Behavior/(3).F;W;S.

A study of the meaning, dynamics, and determinants of personality. Effective and unsuccessful kinds of adaptation are contrasted. Emphasis is placed on educational application. Required of majors in elementary and secondary education.

318. Outdoor Recreation: An Ecological and Behavioral Approach/(3).S.

This course is designed to teach the recreation manager to better understand the complex interactions between the recreation resource and the human user. Recreation is described and studied as need-fulfilling behavior which can be enhanced by an understanding of the biological entities (flora and fauna) and their ecological relationships. (Same as Biology 318.)

320. Motivation/(3).F.

Theories and experimentally determined facts concerning drives, needs, preferences, and desires. Prerequisite: Psychology 201.

321. Physiological Psychology I/(3).W.

A study of organism-environment interaction. Emphasis on neuroanatomy, sensations, and perception. Prerequisite: Psychology 202.

348. Independent Study/(1-6).F;W;S;SS.

349. Instructional Assistance in Psychology/(1-2).F;W;S;SS.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Grading will be on a satisfactory-unsatisfactory basis only. Prerequisite: Junior or senior standing.

364. Principles of Learning/(3).F.

A topic approach to the psychology of learning. Includes reinforcement, extinction, patterns of reinforcement, generalization, discrimination, transfer of training, retention, forgetting, etc. Prerequisites: Psychology 201 and Mathematics 380.

365. Experimental Psychology/(3).W.

A concentration upon the description of problems, methods, design, and procedures for analyzing data. Prerequisites: Psychology 201 or 202 and Mathematics 380.

390. Rehabilitation Services Program/(3).F.

A study of the historical development of vocational rehabilitation. Emphasis placed on the conceptual, philosophical, and legal aspects of the vocational rehabilitation program. (Same as Human Resources 390.)

391. The Rehabilitation Process/(3).W.

The concept of counseling in rehabilitation. The basic aspects of human growth and behavior; counseling definitions and theories. (Same as Human Resources 391.)

392. Medical Aspects of Disability/(3).S.

Medical aspects of physical and emotional disabilities in relation to the rehabilitation processes. (Same as Human Resources 392.)

440. Seminar in Psychology/(3).F;W;S.

Consideration of some of the contemporary research issues in psychology. Opportunities for majors to consider a particular aspect of psychology in depth. Topics vary from year to year depending upon the interests of students. Prerequisites: 18 hours of psychology or permission of chairman. On demand.

450. Psychology of Personality/(3).F.

A study of factors involved in the development of personality. Prerequisite: Psychology 201.

451. Social Psychology/(3).W.

A study of social implications and applications of group stimulation, response, interaction, change, and sometimes disintegration.

452. Abnormal Psychology/(3).S.

A study of various abnormal phases of behavior; prevention and treatment of certain social-emotional problems; examination of recent clinical and experimental findings. Prerequisite: Psychology 201 or 303.

455. Advanced Educational Psychology/(3).F;W;S.

The psychology of learning as it applies to the learner, the learning process, and the teaching situation.

457. Physiological Psychology II/(3).S.

An in-depth examination of the physiological correlates of behavior. Emphasis placed on sleep and dreams, memory, emotions, hunger and thirst, and sexual behavior. Prerequisite: Psychology 321.

458. History and Systems of Psychology I/(3).F.

An overview of the origins and development of psychological concepts, movements and fields of study existing before and during the early 1900's. Emphasis placed on an understanding of the philosophical thought lying behind current psychological systems. Prerequisites: 12 hours of psychology.

459. History and Systems of Psychology II/(3).W.

A depth study of twentieth century psychological systems and theories. Emphasis placed on an understanding of current psychological issues, formulations, and methodologies. Prerequisite: Psychology 458.

466. Comparative Psychology/(3).S.

Covers psychological processes in infra-human organisms, the place of animal

experimentation in psychology and animal research. Prerequisites: Psychology 201 and Mathematics 380 or equivalent.

470, 471, 472. Industrial and Organizational Psychology/(3,3,3).F,W,S.

A survey of potential and actual applications of psychological principles and methods to the problems of business and industry. Attention given to the structure and dynamics of organization, labor management relations, and employee and consumer behavior. Prerequisite: Psychology 201.

473. Psychology of Disability/(3).S.

Examination of the physical, psychological, and sociological problems associated with handicapping conditions. (Same as Human Resources 473.)

475. Behavior Modification/(3).W.

Operant and classical conditioning procedures and other techniques derived from the learning laboratory applied to personal, interpersonal, and learning problems. Prerequisite: Psychology 364.

490. Field Work in Vocational Rehabilitation/(3-6).S.

Supervised field placement in the rehabilitation facility or district office to expose the student to contemporary problems and issues of the physically, mentally, and socially handicapped and provide him an opportunity to apply the basic principles of vocational rehabilitation. (Same as Human Resources 490.)

Graduate Courses

500. Research Problems/(3).F;SS.

A study of research problems, types of research organization and reporting research. Required in the first quarter of graduate study.

502. Psychology of Adolescence/(3).S.

A consideration of the physical, intellectual, social, and emotional changes expected during adolescence. Prerequisite: 9 hours of psychology or permission of instructor.

503. Child Psychology/(3).W.

A study of the principles of development from conception to puberty. Emphasis will be placed upon emotional, intellectual, social, and physiological facets of behavior which have particular implications for teachers, counselors, and librarians.

512. Psychology of the Socially and Emotionally Maladjusted/(3).W.

Characteristics, identification, and programs of prevention and re-education for both the emotionally disturbed and the socially maladjusted. Credit for both Childhood Education 526 and Psychology 512 is not permitted.

514. Psychological and Educational Testing/(3).F;W;S;SS.

(Same as Counselor Education and Reading 514.)

519. Analysis of the Individual/(3).W.

An application of psychological principles and guidance techniques of self-appraisal of the personality of others. Prerequisite: Psychology 450.

526. Psychological Assessment I/(3).F;W.

A study of the development, standardization, administration, and interpretation of the Wechsler Scales, Stanford-Binet, and selected other individually administered psychometric instruments. Supervised practice in administration. Prerequisite: Psychology 514 or equivalent.

528. Theories of Learning/(3).F.

A course designed to promote understanding of the theories of learning of historical and current value. Prerequisite: Psychology 364 or 455.

529. Advanced Experimental Psychology/(3).S.

The application of experimental methods to a variety of psychological phenomena. Emphasis will be placed upon each student conceiving, conducting, and reporting an experiment. Prerequisite: Psychology 365 or equivalent. Lecture two hours, laboratory two hours.

530. Theories of Personality/(3).S.

A critical study of individual theories of personality structure and development with their characteristic research and influence.

531. Advanced General Psychology/(3).F.

A critical study of some of the major experimental and research findings and methods in contemporary psychology. Prerequisites: Psychology 202 and 9 hours psychology.

534. Advanced Statistics/(3).W.

Statistical estimation, inference, hypothesis testing, scaling, and the use of quantitative models in design and analysis of research. Prerequisite: Mathematics 381 or equivalent.

535. Advanced Abnormal Psychology/(3).F.

A critical examination of major theories and data concerning the emotionally handicapped. Emphasis placed on recent findings and experimental research. Prerequisites: Psychology 450 or 530, 452 or permission of instructor.

536. Theories of Psychotherapy/(3).S.

A critical evaluation of major theories of psychotherapy, including cross cultural studies, current applications, and research findings. Prerequisite: Psychology 535 and 537.

537. Behavior Change I—Behavior Therapy/(3).W.

Theory and practice of learning principles applied to modifying maladapt-

- tive behavior in the therapeutic setting.
Prerequisite: Psychology 551.
- 540. Seminar in Psychology/(3).S.**
Consideration of some of the contemporary research issues in psychology. Opportunity for graduate students to consider a particular aspect of psychology in depth. Topics vary from year to year depending upon the interests of students. Prerequisite: Graduate status or permission of instructor.
- 548. Independent Study/(1-6).F;W;S;SS.**
- 550. Master of Arts Thesis/(3-6).
F;W;S;SS.**
- 551, 552, 553. Clinical Practicum I/
(3,3,3).F,W,S,**
Introduction to interdisciplinary team approach to problems in vocational and emotional areas; directed observation of staffings, interviews, psychotherapy, and psychological assessment at the Psychological Services Center. Prerequisite: Admission to MA program in clinical psychology.
- 554. Clinical Practicum II/(3).F.**
Progressive assumption of clinical responsibility in psychotherapy, psychological testing, referral procedures; supervision in these areas by licensed psychologists at the Psychological Services Center or other designated practicum locations. Prerequisite: Clinical Practicum I.
- 555. Advanced Developmental
Psychology/(3).F.**
Study at advanced level of developmental stages throughout the course of life, from conception through old age. Special attention will be given to current theories, to methodology, and to illustrative areas of research. Prerequisite: Psychology 205 and preceded by, or taken concurrently with, Psychology 457.
- 556. Clinical Aspects of Mental
Retardation/(3).W.**
Research, etiology, diagnosis, prognosis, and behavior modification in the area of mental deficiency. Prerequisite: Psychology 555.
- 557. Clinical Psychology/(1).F.**
Seminar on issues in professional clinical psychology; licensing, ethical and legal considerations in clinical psychology, role relations with other professions. Prerequisite: Clinical Practicum I.
- 558. Psychological Assessment II/(3).W.**
Theory, research findings, and clinical applications of major projective techniques, with emphasis on Rorschach and TAT. Prerequisite: Psychology 526, 535.
- 559. Psychological Assessment III/
(3).F;S.**
Advanced supervision in techniques of individual psychological evaluations, including interview techniques, behavioral observations, and assessment of personality and intellectual functioning in persons with behavior disorders; the writing of meaningful psychological reports, including appropriate recommendations for treatment or referral. Prerequisites: Psychology 526; Clinical Practicum I. 551, 552, 553.
- 560, 561. Internship/(6,6).W,S.**
Six months full time placement in mental health setting under supervision of a licensed psychologist; psychological evaluation, individual and group psychotherapy; work with interdisciplinary team; consultation with community agencies, schools, and work in institutional settings. Prerequisite: Completion of course work in MA Clinical Psychology program.
- 582. Vocational Planning for the
Handicapped/(3).SS.**
Vocational planning and work preparation for the handicapped. Includes

consideration of basic occupational skills, work training, and sheltered workshop programs. (Same as Human Resources 582.)

585. Evaluation of Exceptional Children/(3).F.

A study of special diagnostic procedures with children who have physical, intellectual, sensory impairments. Prerequisite: Counselor Education and Reading 456 or equivalent. (Same as Human Resources 585.)

590. Advanced Medical Aspects of Disability/(3).S.

Prerequisite: HR 392. (Same as Human Resources 590.)

591. Rehabilitation of the Severely Disabled/(3).W.

What constitutes severe disability, its effect on the individual and multidisciplinary approaches to amelioration. Disabilities will include epilepsy, spinal chord and brain injuries, degenerative diseases, and their sequelae. (Same as Human Resources 591.)

Department of Sociology and Anthropology

Alfred M. Denton, Jr., Chairman

The purposes of the Department of Sociology and Anthropology are:

1. To help the student gain an understanding of the structures and processes through which the individual participates in society.
2. To help provide a mature understanding of social behavior.
3. To prepare students for post-graduate programs in sociology and anthropology.
4. To help prepare future teachers in colleges and in primary and secondary schools.
5. To help prepare students for a wide variety of vocations and professional careers.

The undergraduate major in sociology and anthropology leading to the Bachelor of Arts degree is designed so that the student may concentrate in either sociology or anthropology.

For the major in sociology and anthropology, the concentration in sociology consists of 42 quarter hours including Sociology 201, 302, 461, and 33 quarter hours of electives in sociology. In addition, Mathematics 380 and Anthropology 210 are required. Mathematics 107 should be the course taken to fulfill the mathematics requirement in general education.

For the major in sociology and anthropology, the concentration in anthropology consists of 42 quarter hours including Anthropology 210 and 420, Sociology 302, and 33 quarter hours of electives in anthropology. In addition, Sociology 201 and Mathematics 380 are required. Mathematics 107

should be the course taken to fulfill the mathematics requirement in general education.

A minor in sociology consists of 24 quarter hours including Sociology 201, Anthropology 210, and 18 quarter hours of electives in sociology.

A minor in anthropology consists of 24 quarter hours including Anthropology 210, Sociology 201, and 18 quarter hours of electives in anthropology.

For the curriculum for a major in social science with concentration in sociology and anthropology, leading to the Bachelor of Science degree and teacher certification, see page 170. Mathematics 107 should be the course taken to fulfill the mathematics requirement in general education. The major for the master's degree in the junior college teacher program consists of 36 quarter hours in sociology and anthropology, 6 hours of which may be for a thesis if the candidate elects to write a thesis. The total number of hours required in the program is 45 if the candidate chooses to write a thesis. If the candidate chooses not to write a thesis, the major in sociology and anthropology is 36 quarter hours and the total program consists of 54 quarter hours.

The major for the master's degree in the program for the preparation of secondary school teachers consists of 33 quarter hours in sociology and anthropology, 6 hours of which may be for a thesis if the candidate elects to write a thesis. The total number of hours required in the program is 45 if the candidate chooses to write a thesis. If the candidate chooses not to write a thesis, the major in sociology and anthropology is 36 quarter hours and the total program consists of 54 quarter hours.

In either of the two graduate programs, the required courses in sociology are 500, Bibliography and Research; 505, Theory Construction; and 525, Contemporary Sociological Theory. Mathematics 381, Statistical Methods II, is required and the candidate will receive sociology credit. If the candidate has not had Mathematics 380, Statistical Methods I, and Sociology 461, The Development of Sociological Theory, he must take them and may receive graduate credit for 461.

For further information about required courses in education and other information about these graduate programs, consult the Graduate School section of this catalog.

Courses of Instruction in Sociology and Anthropology

(For a description of the notation used in the following list of courses, see page 80.)

Sociology

110. Marriage and Family Relations/ (3).F;W;S.

Analysis of the forms and functions of family relationships; sex roles, marital choice, procreation, and socialization; history of American family patterns and effects of contemporary social changes. *This course is for freshmen and sophomores. Others must have permission of instructor.*

120. Social Problems in American Society/(3).F;W;S.

Some of the major social problems in American society will be analyzed through the application of basic sociological principles. Evaluation will be made of the techniques utilized by society to alleviate social problems, along with an analysis of the impact of social and technological change. *This course is for freshmen and sophomores. Others must have permission of instructor.*

201. General Sociology/(3).F;W;S.

An introduction to the field of sociology. How society and its component parts are structured; analysis of the structure and function of social institutions and groups; relationships of the individual to society. *Prerequisite to all sociology courses except 110 and 120.*

248. Independent Study/(1-6).F;W;S;SS.

302. Research Methods/(3).F;W;S.

Relationship of theory to research; research design, sampling procedures, research analysis.

304. Social Deviation/(3).F.

The course emphasizes the social factors in causation. Review is made of the leading theories in deviation and then deviation types are analyzed; homosexuality, drug use and addiction, alcoholism, alienation, etc.

306. Criminology/(3).F;S.

The study of crime and delinquency as social phenomena. Nature and types of criminal behavior, theories of causation, control and prevention; methods of treatment.

310. Juvenile Delinquency/(3).W.

Evaluation of knowledge and research in the causation and correction of juvenile delinquency; family background and socialization, individual life experience, cultural and ecological situations affecting delinquents; analysis of attempts to predict and control delinquency.

320. Collective Behavior/(3).F.

Analysis of crowd, mass, public behavior; patterns of leadership, institutionalization, and social control in social movements of various kinds and their effects upon the social order.

328. Socio-Political Environment of Leisure and Recreation/(3).F.

An interdisciplinary approach to the study of the integration of social and political structure and function and human development of and participation in recreational activity. A practical approach through social and political phenomena. Prerequisite: Junior standing. (Same as Political Science 328.)

330. The Community/(3).S.

Analysis of the structure and functioning of rural and urban communities; social organization and social change within and among communities.

340. Public Opinion and Propaganda/ (3).F;S.

A study of the media and techniques of propaganda and of propaganda as an instrument of public opinion formation. Concepts from political science and sociology will be used in an analysis of the formation and nature of public opinion and pressure groups. (Same as Political Science 340.)

348. Independent Study/(1-6).F;W;S;SS.

**349. Instructional Assistance in
Sociology/(1-2).F;W;S;SS.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Grading will be on a satisfactory-unsatisfactory basis only. Prerequisite: Junior or senior standing.

**355. Social Welfare as a Social
Institution/(3).F;W.**

Selected target populations are used for studying social services in American society. Historical perspectives, ideal and real values that underlie programming, service delivery networks, employment opportunities, and certain dilemmas are considered. Agency visits required.

**356. Theory for Social Work Practice/
(3).S.**

Purpose, purview, fields, roles, and methods; principles of practice derived from psychological-social process bases. Casework is emphasized. With consent of instructor, student may enroll in Sociology 449 to gain field experience. Prerequisite: Sociology 355.

403. Sociology of Occupations/(3).W.

Examines occupations and their place and meaning in society; focuses on internal occupational structures and institutions and considers the meaning of occupations for individuals and society.

405. Population and Society/(3).W.

Systematic study of the growth and change of populations in relation to their cultural setting; trends in fertility, mortality, migration, composition, and population policies; national and international implications of recent population growth trends.

415. Penology and Corrections/(3).W.

A review and analysis of the institutional and noninstitutional treatment

of the offender, considering modern philosophy and methods in treatment of adult criminals and juvenile delinquents. Prerequisite: Sociology 304 and either Sociology 306 or Sociology 310.

**440. Selected Topics in Sociology/(3).
On demand.**

Study, research, and writing in selected areas. A student may enroll in this course up to three times for a total of 9 hours, providing the course content is nonduplicating. Prerequisite: Permission of instructor.

**449. Field Experience; Internship/(3-6).
On demand.**

450. Race Relations/(3).F.

Analysis of intergroup relationships; the bases of conflict, accommodation, and assimilation; the nature and consequences of prejudice and discrimination; evaluation of proposals for reduction or elimination of prejudice and discrimination. Prerequisite: Sociology 120 or 201.

451. Social Psychology/(3).W.

A study of the behavior and experience of the individual in social contexts.

455. Social Change/(3).F;W;S.

A review and analysis of modernization of society, the initiation and processes of change, and the effects of change on the social structure and social institutions.

**461. The Development of Sociological
Theory/(3).W;S.**

Development of sociological theory from Auguste Comte (19th Century) to World War II.

470. Political Sociology/(3).S.

Social influences on political behavior; the relationship between political and other institutions. (Same as Political Science 470.)

480. Sociology of the Family/(3).S.

The origin and development of the family as a social institution; the contemporary family in various cultures; the relationship of the family to the economic, political, religious, and educational institutions in American society.

Graduate Courses

500. Bibliography and Research/(3).W.

502. Concepts in Sociology/(3).F;SS.

Systematic survey and critical analysis of selected sociological concepts and theories. *This course is for graduate students who have only a limited background in sociology. Prerequisite: Permission of instructor or department chairman.*

505. Theory Construction/(3).F.

This course will provide the tools for analyzing both the classical and contemporary forms of social theory and aid students in the development of their own theories and conceptual models as part of an integrated research process. The aim is to provide a background in the logic, structure, and usage of sociological theory. Required of all M.A. candidates. Prerequisite: Sociology 461 or equivalent.

508. Urban Sociology/(3).W.

Urbanism as a way of life. Growth and development of urban areas, urban social organization, change and problems, ecological patterning, urban planning and social controls.

510. Social Structure/(3).S.

An analysis of social stratification, its nature and function, caste, estates, classes, rank, and prestige; community power structure; bureaucratic organization.

515. Complex Organizations/(3).F.

An examination of theories of large scale organizations with a substantive,

comparative analysis of types such as bureaucratic, prison, hospital, industrial, scientific, and voluntary organizations.

520. Demography/(3).W.

A systematic survey and analysis of major theories of population growth and change. Intensive analysis of world population trends.

525. Contemporary Sociological Theory/(3).S.

A review and assessment of the works of leading contemporary sociologists with critical analysis centering around the nature of sociological explanation.

540. Selected Topics in Sociology/(3).

On demand.

Study, research, and writing in selected areas. A student may enroll in this course up to three times for a total of 9 hours, providing the course content is nonduplicating. Prerequisite: Permission of instructor.

548. Independent Study/(1-6).F;W;S;SS.

549. Field Experience; Internship/(3-6).

On demand.

550. Master of Arts Thesis/(3-6).

F;W;S;SS.

Anthropology

210. General Anthropology/(3).F;W;S.

An introduction to the field of anthropology; a general survey of human evolution, the varieties of human societies around the world, and the nature of culture. (*Prerequisite to all other courses in anthropology.*)

235. North American Archaeology/(3).F.

A general survey of Indian life in North America before white contact. Basic archaeological concepts will be introduced; emphasis on the prehistory of the Eastern U.S., the Southwest, and the Great Plains.

**245. Man and His Environment/
(3).F;W.**

The interrelationship between man and his natural environment. How man adapts to and changes his surroundings; the role of the environment in man's biological and cultural evolution; the effects of environmental deterioration on modern man.

248. Independent Study/(1-6).F;W;S;SS.

**312. The Anthropology of Education/
(3).F;W;S.**

This course utilizes traditional anthropological concepts to analyze the educational system within its cultural context, with special reference to the enculturation process as it relates to formal education in various cultures and within minority groups in American society. Anthropological curriculum material for grades K-12 will also be presented. *This course is not open to majors and minors in the B.A. program in sociology and anthropology, and credit may not be received for both 315 and 312.*

315. Cultural Anthropology/(3).F;W;S.

The nature of culture and society; a study of a variety of cultures on different developmental levels, including social, economic, political, educational, and religious systems and their interrelationships; a comparison of preliterate with contemporary societies.

325. Physical Anthropology/(3).F;S.

The study of human evolution and of the variation in modern man including: the fossil record, evolutionary processes; development and dispersal of modern races.

335. World Prehistory/(3).F;W.

A study of the origins and development of cultures around the world from the earliest forms of fossil man to the high civilizations of the Old and New Worlds.

348. Independent Study/(1-6).F;W;S;SS.

**349. Instructional Assistance in
Anthropology/(1-2).F;W;S;SS.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Grading will be on a satisfactory-unsatisfactory basis only. Prerequisite: Junior or senior standing.

401. North American Indians/(3).W.

An ethnographic survey of the American Indian cultures from the Arctic to Mexico. Prerequisite: Anthropology 210 or 315.

**402. Archaeological Method and
Theory/(3).S.**

A survey of the basic methods and techniques of archaeological field work and analysis and the theory of methodology of archaeological interpretation. Occasional weekend field trips. Prerequisite: Anthropology 235.

410. Social Anthropology/(3).W.

The cross cultural study of social structure, based upon cross cultural research. Consideration will be given to the contrast between the English and French schools of kinship model construction with emphasis on the varieties of social institutions among primitive societies. There will be analysis of the organization of primitive societies and of small communities in modern nonindustrial and semi-industrial states with consideration given to description and function of social organizational structures.

420. Ethnological Theory/(3).W.

A history of the development of ethnological theory from classical to modern times including intensive study of modern theoretical schools.

**440. Selected Topics in Anthropology/
(3). On demand.**

Study, research, and writing in selected areas. A student may enroll in this

course up to three times for a total of 9 hours, providing the course content is nonduplicating. Prerequisite: Permission of instructor.

445. Field School in Archaeological Methods/(6-9). On demand.

This course gives instruction in the methods employed by the field archaeologist and is taught on an archaeological site in the local area. Training in such skills as surveying, controlled surface collection, excavation, as well as washing, preserving, and analysis of artifacts will be given. Prerequisite: Anthropology 402.

449. Field Experience; Internship/(3-6). On demand.

465. Folk and Peasant Cultures of the Modern World/(3).S.

Descriptive and theoretical analysis of modern folk and peasant cultures in different areas of the world. Emphasis on problems of social change and urbanization.

540. Selected Topics in Anthropology/(3). On demand.

Study, research, and writing in selected areas. A student may enroll in this course up to three times for a total of 9 hours, providing the course content is nonduplicating. Prerequisite: Permission of instructor.





The College of Business

Richard E. Sorensen, Dean

The College of Business has as its primary aim the development of future leaders for the business, industrial, and educational communities. Through courses of instruction and other educational programs, an attempt is made to develop the analytical skill and decision-making ability of each student; to enhance one's understanding of economic concepts; to increase his knowledge of business and educational practices and innovations; and, to expand one's awareness of the role and function of industrial organizations.

Departments

The College of Business consists of the following four departments:

Accounting and Finance

Business Administration

Business Education and Office Administration

Economics

Degrees Offered

Through the College of Business, students can obtain the following degrees:

1. Bachelor of Science in Business Administration (BSBA), with majors in accounting, banking and finance, economics, insurance and real estate, individually-designed, management, and marketing.
2. Bachelor of Science in business education (with teacher certification) or in office administration.
3. Master of Arts in economics and business.

The Bachelor of Arts degree in economics is offered through the College of Arts and Sciences in cooperation with the Department of Economics.

General Degree Plan Outline

- I. A minimum of 75 quarter hours outside of the College of Business as follows:

General Education requirements	57 q.h.	
Economics 201-202-203	9 q.h.	
Free electives	9 q.h.	
TOTAL		75

- II. A minimum of 81 quarter hours inside the College of Business as follows:

Core requirements		
AF 210-211, 368	12 q.h.	
BA 305, 315, 360, 475	16 q.h.	
BE 215, 266	8 q.h.	
ECO 375-376	6 q.h.	
TOTAL		42
Major requirements	12-24 q.h.	
College of Business electives numbered 300 or above	15-27 q.h.	
TOTAL		39
TOTAL		81

- III. Completion of an additional 27 quarter hours either inside or outside the College of Business. Any combination of course work may be pursued with the stipulation that at least one-half must be in courses numbered 300 or above.

TOTAL	27
Total quarter hours required for graduation	183

Bachelor of Science in Business Administration Degree

In order for a student to earn the Bachelor of Science in Business Administration degree, the following requirements must be met:

1. Completion of a minimum of 183 quarter hours with a cumulative grade-point average of at least 2.00. A grade-point average of 2.00 on all work attempted in the College of Business. A transfer student must have at least a 2.00 grade-point average on all work attempted in the College of Business and complete a minimum of 12 quarter hours in his major at ASU.

2. Completion of a minimum of 75 quarter hours outside the College of Business including Economics 201, 202, 203 and the university-wide general education requirements as outlined in the General College section.
3. Completion of a minimum of 81 quarter hours in the College of Business, including:
 - A. The 42 quarter hours core in the College of Business as follows:
 - Accounting and Finance 210-211, 368
 - Business Education and Office Administration 215, 266
 - Business Administration 305, 315, 360, 475
 - Economics 375-376
 - B. A minimum of 39 quarter hours in the College of Business, at the 300 level or above including the major requirements.
4. Completion of an additional 27 quarter hours of free electives either inside or outside the College of Business.

Any combination of course work may be pursued with the stipulation that at least one-half of the free electives must be in courses numbered 300 or above.
5. No minor is required for the BSBA degree.
6. Completion of residence requirements.
7. Compliance with regulations concerning satisfactory citizenship and the settlement of all expense accounts.
8. Recommendation of the faculty.

Advising and counseling assistance is available to each student to help him select and plan an academic program. However, *the final responsibility for meeting all academic requirements remains with the student.*

Bachelor of Science Degree in Office Administration

Degree requirements are identical to the BSBA degree program outlined above.

Bachelor of Science in Business Education (approved for North Carolina teacher certification)*

In order for a student to earn the Bachelor of Science degree in business education, the following requirements must be met:

1. Completion of a minimum of 183 quarter hours, with a cumulative grade-point average of at least 2.00. A grade-point average of 2.00 on

*If a student is planning to teach in another state, certification requirements may differ somewhat; therefore, please consult with the department chairman or the appropriate state agency.

all work attempted in the College of Business. A transfer student must have at least a 2.00 grade-point average on all work attempted in the College of Business and completed a minimum of 12 quarter hours in his major at ASU.

2. Completion of a minimum of 75 quarter hours outside the College of Business including Economics 201, 202, 203, Speech 101, and the university-wide general education requirements as outlined in the General College section.
3. Completion of a minimum of 81 quarter hours in the College of Business, including:
 - a. The 42 quarter hours core in the College of Business as follows:
Accounting and Finance 210-211, 368
Business Education and Office Administration 215, 266
Business Administration 305, 315, 360, 475
Economics 375-376
 - b. Completion of the 24 quarter hour major requirements for teacher certification.
 - c. A minimum of 15 quarter hours in the College of Business, at the 300 level or above including the major requirements.
4. Completion of professional education requirements.
5. Completion of residence requirements.
6. Compliance with regulations concerning satisfactory citizenship and the settlement of all expense accounts.
7. Recommendation of the faculty.

Advising and counseling assistance is available to each student to help him select and plan an academic program. However, *the final responsibility for meeting all academic requirements remains with the student.*

Master of Arts Degree

A Master of Arts degree with a major in economics and business and a minor in secondary education and/or junior college education consists of 54 quarter hours. These hours include Business Education 500; a course numbered 500 or above in marketing, finance, or economics; Business Administration 515; 25 or 26 quarter hours selected with the approval of the graduate advisor; and, the appropriate courses in secondary or junior college education.

If a student wishes, he may, by the selection of electives in the College of Business, place emphasis upon (1) accounting and finance, (2) business administration, (3) business education, or (4) economics.

Bachelor of Arts Degree

The Bachelor of Arts degree is offered in the College of Arts and Sciences in cooperation with the Department of Economics. Students may earn a Bachelor of Arts degree in economics by completing the following requirements in addition to the requirements of the College of Arts and Sciences:

Economics 201, 202, 203	Principles of Economics	9 q.h.
Economics 302	Macroeconomics	3 q.h.
Economics 310	Microeconomics	3 q.h.
Economics 375, 376	Business Statistics	6 q.h.
	Electives in Economics	15 q.h.
	TOTAL	36 q.h.

Internship In Industry Program

Some 35 College of Business students each quarter are studying off campus as interns in business and industry. The program recognizes that learning does not have to take place in the typical classroom-lecture situation and that students need to make career plans early in their programs at Appalachian, not during that final quarter before graduation. Students work in internships usually during the junior year, while there is plenty of time for the student to change his course of study if he finds that he is studying in the wrong field. Internship programs are coordinated with academic programs and are based on the principle that students learn by doing. This program is an expansion of the concept of a "classroom" to include any environment which is more conducive to the study of the subject in question.

Students receive both academic credit and scholarship aid from the participating firms for the internship experience. In three years some 189 different business firms have participated and 257 interns have received a total of more than \$200,000 in scholarship aid.

Executive in Residence Program

Through this program, an executive with a business firm becomes a full-time member of the faculty in the College of Business for a quarter or shorter period of time. Students can interact with active businessmen with varied backgrounds adding an exciting new dimension to the educa-

tional process, as well as gaining valuable insight into the "real world" of business prior to graduation.

Admission to the College of Business

To be admitted to the College of Business as a candidate for a baccalaureate degree, a student must have:

1. Completed at least 90 quarter hours.
2. A quality-point ratio of at least a 2.00.
3. Completed:
 - a. English 100, 110, 120
 - b. Mathematics 115
4. Been accepted by the College of Business as a major in one of the areas designated.

A student who is a candidate for a teaching certificate must be admitted to the teacher education program by the chairman of the Department of Secondary Education.

Transfer of Credit From a Two-Year Institution

Courses numbered 100-299 in the College of Business at Appalachian may be acceptable for transfer from an accredited two-year institution as credit toward meeting degree requirements within the college. Credit for upper-division courses (numbered 300 or above) taken at a two-year institution may be earned by examination.

Courses of Instruction

Courses are listed in numerical order by departments which are listed in alphabetical order. Courses numbered 100 to 199 inclusive are normally offered for freshmen; 200 to 299 for sophomores; 300 to 399 for juniors; 400 to 499 for seniors; 500 to 599 for graduate students with the approval of advisor; and 600 and above for graduate students. Courses open to lower classes are also open to upper classes.

The figure in brackets preceding a course title indicates the course number used in the catalog for 1973-74.

The figure in parentheses after the course title gives the credit in quarter hours; for example, the figure (3) means three quarter hours of credit. Quarters of the year in which the course is offered are represented by symbols: F for fall quarter, W for winter quarter, S for spring quarter, SS for summer session, Ex for extension.

A hyphen in the course number, credit, and quarters of the year in which the course is offered, indicates that the course extends through two or more quarters and that the preceding quarter must be completed before the following quarter can be taken.

The comma in the course number, credit, and quarters indicates that the course is continuous but that one quarter may be taken independently of another.

The semicolon in the quarters offered indicates that the course is a one quarter course and is repeated in a subsequent quarter. If the course is a two or three quarter sequence, the semicolon in the quarters offered indicates that all courses listed are normally taught in the quarters indicated.

Special requirements for admission to a course are stated after the word prerequisite.

The administration reserves the right to withdraw any course for which there is insufficient enrollment.

Department of Accounting and Finance

Larry R. Trussell, Chairman

The objective of the Department of Accounting and Finance is to provide undergraduate and graduate training in the fields of accounting and finance as follows:

1. Accounting specialization is offered in management accounting, public accounting, tax accounting, and accounting for governments, hospitals, and other nonprofit organizations.
2. Finance specialization is offered either through the accounting or banking and finance major. Opportunities include financial management of industrial concerns or financial institutions and investment analysis. Specific requirements for the banking and finance major and minor are shown in the Economics Department section of this catalog.
3. Preparation for graduate study is offered in either accounting or banking and finance.

A Bachelor of Science in Business Administration degree with a major in accounting may be obtained by completion of the following, in addition to the College of Business core courses required for the BSBA degree:

AF 310-311	Intermediate Accounting I and II	8 q.h.
AF 354	Cost Accounting I	4 q.h.
AF 358	Taxation I	4 q.h.
AF 412	Auditing	4 q.h.
College of Business electives numbered 300 or above		19 q.h.
TOTAL		39 q.h.

Students intending to qualify for one of the professional examinations in accounting should consult with the certifying agency to determine requirements in addition to the major courses listed above.

Accounting and finance majors are advised to use their elective hours in areas such as law, finance, data processing, statistics, economic theory, additional accounting courses, and management. An internship may be elected to provide practical experience, with academic credit, in the field of specialization.

A minor in accounting may be obtained by the completion of 20 quarter hours, consisting of AF 210-211 and 12 additional hours of electives in accounting.

Courses of Instruction in Accounting and Finance

(For a description of the notation used in the following list of courses, see p. 80.)

210. Financial Accounting/(4).

F;W;S;SS.

The initial course in the theory and practice of financial accounting. The topics emphasized include the preparation, reporting, and analysis of financial data. Prerequisite: Sophomore standing.

211. Managerial Accounting/(4).

F;W;S;SS.

A course dealing with the concepts and development of accounting data for decision making. Topics emphasized include manufacturing cost systems; cost-volume-profit analysis; and budgeting concepts. Prerequisite: AF 210.

216. Introduction to Individual

Taxation/(2).W;SS.

State and Federal income tax returns. Topics emphasized include gross income, adjusted gross income, deductions and exemptions, capital gains and losses, computation of tax liability, audit of tax returns, tax questions, and IRS and the courts. Prerequisite: None. Not available to accounting majors.

248. Independent Study/(1-6).F;W;S;SS.

310. Intermediate Accounting I/ (4).F;W;S;SS.

Financial accounting theory and practice underlying the accounting process.

Topics emphasized include asset and liability accounts, the related income measurement, valuation, and reporting problems associated with these accounts. Prerequisite: AF 211.

**311. Intermediate Accounting II/
(4).F;W;S;SS.**

A continuation of Accounting 310. Topics emphasized include an analysis of stockholders' equity accounts, income determination problems, changes in accounting methods and estimates, funds statements, statement analysis, and special problems. Prerequisite: AF 310.

348. Independent Study/(1-6).F;W;S;SS.

**349. Instructional Assistance in
Accounting/(1-2).F;W;S;SS.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Grading will be on a satisfactory-unsatisfactory basis only. Prerequisite: Junior or senior standing.

**352. Accounting for Nonprofit
Organizations/(4).W;S;SS.**

Application of principles of accounting, budgetary control, and financial management to nonprofit organizations. Discussion and cases will be drawn from municipal and county governmental units, universities, hospitals, and other nonprofit organizations. Prerequisite: AF 211.

354. Cost Accounting I/(4).F;W;SS.

Introduction to cost accounting, definitions, and objectives. Topics emphasized include cost-volume-profit relationships, job-order accounting, budgeting, systems design and human motivation, flexible budgets, standard costs, contribution approach to decisions, cost allocation, joint product and by product costing, process costing. Prerequisite: AF 211.

355. Cost Accounting II/(4).W;S;SS.

Cost analysis and capital budgeting. Topics emphasized include inventory planning and control, spoilage and scrap, systems and internal control, performance measurement, transfer pricing, decision models, cost behavior patterns, analysis of variance, mix and yield variances, operations research techniques, linear programming. Prerequisite: AF 211.

358. Taxation I/(4).F;S;SS.

Computation of tax for individuals. Topics emphasized include business and personal deductions, inventories, accounting methods, partnership returns. Prerequisite: AF 211.

**368. [BA 458] Principles of Finance I/
(4).F;W;S;SS.**

Study of financial functions of the business enterprise with special emphasis on capital budgeting and the rate of return. Sources and uses of funds included with study conducted from the standpoint of the financial manager. Prerequisite: Economics 203 and AF 211.

**369. [BA 459] Principles of Finance II/
(4).F;W;S;SS.**

Study of financial functions of a business enterprise with special emphasis on cost of capital. Long-term financing included with study conducted from the standpoint of the financial manager. Prerequisite: AF 368.

389. Selected Topics/(1-4). On demand.

412. Auditing/(4).F;S.

Study of auditing standards and procedures for a contemporary audit. Topics emphasized include working papers, reports, ethics, legal responsibility, and internal control. Prerequisite: AF 311.

419. Accounting Theory/(4).S.

Study of the history and development of accounting principles with special

emphasis on the authoritative pronouncements. Prerequisite: AF 311.

425. Intermediate Financial Theory/ (4).W.

An in-depth study of the policy, theory, and problems of financial planning for working capital, capital structure, and for long-term decision making under uncertainty. Quantitative models used in financial decision making will be included. Prerequisite: AF 369.

430. Capital Markets/(4).S.

A study of the institution through which long-term funds are channeled into the several markets. Focus is on the demand for funds in the markets, the analyzation of resulting yields, and their effect on capital information. Prerequisite: AF 369.

456. Accounting and Management Decisions/(4).S;SS.

A concentrated course in accounting for nonbusiness majors. Brief treatment will be given to the accounting cycle preparatory to a survey of managerial accounting. Topics emphasized include budgets, cost behavior, standards, and planning. Prerequisite: Senior/Graduate standing. Not open to students who have had AF 210 or 211.

457. Informational Systems Design/ (4).F;SS.

A study of the rationale and techniques of analyzing an organization's information requirements and the nature of the controls and techniques to translate these decision requirements into a management information system. Prerequisite: AF 311.

458. Taxation II/(4).W;SS.

Corporate income deductions. Topics emphasized include normal tax and surtax, capital gains and losses, net operating loss, reorganizations, contemporary problems in corporate taxation, tax research. Prerequisite: AF 211.

459. Advanced Accounting/(4).F;S.

An examination of the special problems in accounting for the combined corporate entity. Topics emphasized include partnerships, home office and branch, foreign operations and consolidations. Prerequisite: AF 311.

462. [BA 462] Investment Management/ (4).F;S;SS.

A survey of investment media and investment goals, with emphasis upon their economic effects and relationships to the private investor. A blend of the fundamental and technical approaches is used for investment decision making. Prerequisite: AF 368.

**481. Seminar in Accounting/(1-6).
On demand.**

Graduate Courses

501. [BA 501] Managerial Finance/ (4).W;SS.

An intensive study of the instruments and procedures of managerial finance. A readings and case approach is used to encourage students to apply financial models and integrate disciplines. Prerequisite: AF 368.

510. Institutional Portfolio Management/(4).S.

A study of the composition of portfolios of private and public institutions. Analysis and evaluation of investment securities is included. Prerequisite: AF 501.

518. Advanced Accounting Theory Seminar/(4).F.

A critical examination and analysis of the broad framework of accounting theory with emphasis on the concepts of cost, income, assets, and equities. Prerequisite: AF 311.

519. Administrative Controls/(4)W;SS.

An examination of the planning and control functions, the role of the con-

troller, accounting and communication, responsibility reporting, accounting alternatives and management decisions, performance appraisal, decision models. Prerequisite: AF 211 and permission.

548. Independent Study/(1-6).F;W;S;SS.

551. Auditing Theory Seminar/(4).W.

History and development of auditing function and audit philosophy. The course methodology is a discussion and evaluation of various contemporary auditing topics. Prerequisite: AF 311.

559. Contemporary Problems in Accounting/(4).S.

A seminar approach to the fringes of contemporary thought. Topics emphasized include cost-benefit analysis and the environment, social accounting, managerial auditing, human asset accounting, behavioral sciences and accounting, independence and the development of accounting principles, quantitative models and accounting, communication theory and accounting. Prerequisite: AF 311.

589. Selected Topics/(1-4). On demand.

Department of Business Administration

Richard E. Sorensen, Chairman

The objective of the Department of Business Administration is to develop responsible and successful business leaders by providing undergraduate and graduate training in the fields of management, marketing, or life insurance and real estate.

A Bachelor of Science in Business Administration degree with a major in management, marketing, or life insurance and real estate may be obtained by completion of the following in addition to the College of Business core courses required for the BSBA degree:

Major in Management

BA 370 Organization Theory	4 q.h.
BA 460 Personnel Administration	4 q.h.
BA 465 Production and Operations Management	4 q.h.
College of Business electives numbered 300 or above	27 q.h.
TOTAL	39 q.h.

Major in Marketing

BA 325 Business Promotion-Advertising/Personal Selling	4 q.h.
BA 423 Distribution and Transportation Management	4 q.h.
BA 425 Marketing Research	4 q.h.
BA 461 Consumer Behavior	4 q.h.
College of Business electives numbered 300 or above	23 q.h.
TOTAL	39 q.h.

Major in Insurance and Real Estate

BA 380	General Insurance	4 q.h.
BA 480	Life Insurance	4 q.h.
BA 482	Property & Casualty Insurance	4 q.h.
BA 485	Real Estate	4 q.h.
BA 486	Real Estate Law	4 q.h.
College of Business electives numbered 300 or above		19 q.h.
TOTAL		39 q.h.

Majors in the above areas are advised to use their elective hours in statistics, finance, economic theory, additional marketing and management courses, and accounting. An internship may be elected to provide practical experience, with academic credit in the field of specialization.

A minor in business administration may be obtained by completing BA 305 or BA 315, and 16 additional hours of electives in business administration. A maximum of 4 business administration elective hours may be taken in either the departments of accounting and finance or economics.

Individually-Designed Major

Any student, in consultation with an advisor and with the permission of the Dean's Office, can contract to pursue an individually-designed major within the BSBA program. The program of study will focus on courses selected to fit the student's particular career objectives. Some examples are: athletic administration, personnel management, commercial law, tourist and recreational management, management information systems, health care management, motel-hotel management, transportation, and countless other fields of specialization. Such a program will constitute a contract between the student and the College of Business and must be formulated at least one academic year prior to expected graduation.

An individually-designed major, leading to the Bachelor of Science in Business Administration, may be obtained by completion of the College of Business core and a minimum of 39 additional quarter hours numbered 300 or above contracted individually with the College of Business.

Office of Health Care Management

Established in 1972 as a division of the Dean's Office in the College of Business, the Office of Health Care Management assists in planning and coordinating major programs of study in the management of health care delivery systems. In consultation with an advisor, the student may select

an individually-designed, interdisciplinary major leading to the BSBA degree consisting of course work both inside and outside the College of Business which will prepare him for meaningful employment in the health field of his choice. Programs may be planned leading to careers in hospitals, clinics, nursing homes, public health, health insurance companies, government, and other health-related organizations and services.

Courses of Instruction in Business Administration

(For a description of the notation used in the following list of courses, see p. 80.)

**105. Elements of American Business/
(3).F;W;S.**

The relationship and responsibility of business to its economic, social, and political environment. Available to freshmen only.

248. Independent Study/(1-6).F;W;S;SS.

**305. [320] Principles of Marketing/
(4).F;W;S;SS.**

An introductory study of the marketing process in advanced market economics. Consideration of psychological theories and determinants of buyer behavior. A background in the elements of the marketing mix; the product distribution structure, the price system, and promotional activities. Survey of marketing in special fields. Planning and evaluating the marketing effort. Prerequisite: Economics 202.

**310. Introduction to Health Care
Organization/(4).F;W;S.**

An examination of the basic principles of health care administration in a variety of health facility settings with concentration on internal departmental relationships. The role of the health care administrator in both the organization and the community will be emphasized.

**315. Principles of Management/
(4).F;W;S;SS.**

An integrated analysis of the functions of business, examining the concepts of

management and organization, and emphasizing both the management process and production function of business enterprise.

323. Industrial Marketing/(3).F;W;S.

A study of the nature and importance of the industrial market to include classification of industrial products; characteristics and determinants of industrial market demand; and the purchasing of industrial products. Prerequisite: BA 305.

**325. [301, 322] Business Promotion—
Advertising/Personal Selling/(4).
F;W;S;SS.**

The basic principles of the advertising and salesmanship functions in the overall marketing plan of the firm. Theory rather than application is stressed.

348. Independent Study/(1-6).F;W;S;SS.

**349. Instructional Assistance in Business
Administration/(1-2).F;W;S;SS.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Grading will be on a satisfactory-unsatisfactory basis only. Prerequisite: Junior or senior standing.

**360. Human Relations—Communications/
(4).F;W;S;SS.**

A study of the interpersonal relationships among people in organizations.

Emphasis is placed on topics such as leadership, motivation, communications, human relations, training, supervision, and organization behavior.

370. Organization Theory/(4).F;W;S;SS.

Analysis and design of organization structure. Emphasis is also placed on the behavioral aspects of the employers' position in the management environment and the environmental factors affecting the administrative duties of the management team. The course involves substantial case analysis in describing and resolving various organizational problems. Prerequisite: BA 315.

380. General Insurance/(4).F;W;S;SS.

Basic theory of insurance, statistical background, organizations, practical applications, and regulation. Includes emphasis on social insurance, finance of insurance companies and pricing.

383. Health Insurance/(4).S.

Study of function of hospital, accident, and sickness insurance. Sales and management practices are included with special attention to rating, classification, and claims handling.

389. Selected Topics/(1-4). On demand.

421. Retail Management/(4).F;W;S;SS.

Focus is on operational problems, retail store organization, location analysis, buying, selling, sales promotion, service, and merchandise handling. Case analysis of managerial problems in retailing establishments. Prerequisite: BA 305.

422. Sales Management/(4).W.

Management of sales force: quantitative techniques and behavioral research applied to planning, organizing, directing, and controlling field sales effort. Prerequisite: BA 305.

423. Distribution and Transportation Management/(4).F;W;S;SS.

An analysis of the subsystems of physical distribution including transportation, warehousing, inventory control, material handling, industrial packaging, order processing, and location analysis. Prerequisite: BA 305.

425. Marketing Research/(4).F;W;S.

Techniques involved in the collection, tabulation, and analysis of marketing information. The analysis will include experimental design, factorial analysis, and regression analysis. Prerequisite: BA 305, Economics 376.

435. Methodology of Health Care Management/(3).F;W.

Application of basic business-related principles to the health care environment. Specific topics covered include personnel, law, financial management, and purchasing for health care institutions. Prerequisite: BA 310, AF 211 or permission of instructor.

458. Internship/(9).F;W;S;SS.

A full-time work experience in industry. (By permission only.)

460. [450] Personnel and Labor Relations/(4).F;W;S;SS.

This course involves two segments of information. First, it deals with practices and procedures in establishing effective labor management relations. Second, it involves a survey of the basic personnel practices, objectives, functions, and organization of personnel programs. Emphasis on job evaluation, selection and placement education, training, safety and health, and employee relationships. Prerequisite: BA 315.

461. [452] Consumer Behavior/(4).F;W;S;SS.

An in-depth examination of the psychological, sociological and economic theories of buyer behavior. This is followed by analysis of the major

current and classical empirical research studies designed to test the different theories of buyer behavior. Prerequisite: BA 305.

465. [463] Production and Operations Management/(4).F;W;S;SS.

A study of production and operations management utilizing operations research methods as an aid to decision making. Areas of analysis include production and inventory models, forecasting, decision making using expected monetary values, simplex linear programming, queuing theory, gaming theory, and PERT models. Prerequisite: BA 315, Economics 376.

475. Business Policy/(4).F;W;S;SS.

Comprehensive analysis of administrative policy making from a total organization point of view; use of case analysis and stimulation to develop integrative decision skills. Prerequisite: Senior standing.

477. Social Responsibilities of Management/(4).F;W;S;SS.

A study of the economic, legal, political, and social environment within which business process takes place; how such environment affects the decision managers must make. Prerequisite: Senior standing.

478. Problems in Health Care Management/(3).S.

An advanced seminar for the special study of practical problem situations in the health care environment. Prerequisite: BA 350 or permission of instructor.

480. Life Insurance/(4).W;S.

An introductory study of life insurance with practical application to purchase and retention. Includes additional information on rating, pricing, regulation, and taxation. Prerequisite: Economics 202, BE 215.

481. Seminar/(1-6). On demand.

482. Property and Casualty Insurance/(4).F.

A basic study of the history and development of our property insurance system. The practical use of those coverages are covered in detail. Includes statistics, finances, and regulation of this type of insurance in a specific manner.

485. Real Estate/(4).F;W;S;SS.

The economics of real estate, legal instruments, marketing, and management are the subjects covered. Includes valuation, appraisal, and entrepreneurship. Prerequisite: BE 215, Economics 202.

486. Real Estate Law/(4).F;W;S;SS.

An investigation of the legal aspects of real estate sales and development. Contracts, leases, state laws are covered. Covers practical cases in these areas. Prerequisite: BE 215.

Graduate Courses

502. Marketing Management/(4).F.

Market-oriented problems of the firm; identification and selection of marketing opportunities; formulation of competitive strategies; marketing policies and programs. Prerequisite: Graduate standing.

515. Behavioral Application in Business/(4).F;W;S;SS.

This course aims to give the student practice in applying concepts and techniques useful in solving managerial organizational and human behavior problems. It will highlight current research and theoretical background in social sciences oriented to the solution of business problems. Prerequisite: Graduate standing.

**516. Applied Personnel Administration/
(4).F;W;S;SS.**

Study of problems in the field of personnel management emphasizing development of the ability to analyze problems and to apply management fundamentals to specific behavior prob-

lems. Cases supplement lectures for presenting alternative solutions to personnel administrative problems. Prerequisite: Graduate standing.

548. Independent Study/(1-6).F;W;S;SS.

589. Selected Topics/(1-4). On demand.

Department of Business Education and Office Administration

Orus R. Sutton, Chairman

The objectives of the department are (1) to aid students in becoming effective business, economic, and occupational education teachers on all educational levels and (2) to prepare students to become efficient office administrators.

A Bachelor of Science degree in business education (approved for North Carolina teacher certification) may be obtained by completion of the following courses in addition to the College of Business core courses:

Major in Business Education

BE 102-103	Typewriting	6 q.h.
BE 104	Mathematics for Business Decisions	3 q.h.
BE 106	Personal Finance	3 q.h.
BE 302	Business Communications	3 q.h.
BE 303	Office Machines	3 q.h.
BE 403	Cooperative Office Education	3 q.h.
BE 404	Principles of Occupational Education	3 q.h.
College of Business electives numbered 300 or above		15 q.h.
TOTAL		39 q.h.

Those students who wish to be granted a comprehensive certificate in order to teach shorthand must elect, in lieu of nine (9) quarter hours at the 300 level or above in the College of Business, BE 201, 202, 203 in addition to 304 and 305.

All business education majors must fulfill professional education requirements as outlined in the College of Education section of this catalog.

Students planning to qualify for teacher certification in another state should consult with the appropriate state agency and the departmental chairman for additional requirements.

A Bachelor of Science degree in office administration may be obtained by completion of the following in addition to the College of Business core courses:

Major in Office Administration

BE 102-103	Typewriting	6 q.h.
BE 202-203	Shorthand	6 q.h.
BE 302	Business Communication	3 q.h.
BE 303	Office Machines	3 q.h.
BE 304	Advanced Shorthand	3 q.h.
BE 451	Office Management	3 q.h.
College of Business electives numbered 300 or above		15 q.h.
TOTAL		39 q.h.

A minor in office administration includes Economics 200 and 21 hours in office administration courses, of which 12 hours must be from courses numbered 200 or above.

Courses of Instruction in Business Education and Office Administration

(For a description of the notation used in the following list of courses, see p. 80.)

101, 102-103. Typewriting/ (3,3-3).F;W;S.

The typewriting keyboard and theory. Students who have completed successfully one semester of typewriting or equivalent are not eligible to register for 101. Recitation and laboratory five hours.

104. Mathematics for Business Decisions/(3).F;W;S.

The fundamental processes of mathematics and their application to common practices. Available to freshmen and to upperclassmen by permission.

106. Personal Finance/(3).F;W;S.

Management of personal finances, budgeting, savings, insurance, stocks and bonds, and real estate. Available to freshmen and sophomores only.

201, 202-203. Shorthand/(3,3-3).F;W;S.

Mastery of principles of Gregg Shorthand and ability to take dictation. Students who have completed successfully one semester of shorthand or equivalent are not eligible to register for 201. Recitation five hours.

215. [BA 400] Law and Society/ (4).F;W;S.

Law and Society is designed to provide students with legal information of a theoretical nature. Beginning with issues that confront people as citizens and businessmen, Law and Society traces the law from its originating objective through its legislation, implementation, and interpretation. Legal goals and their impact are discussed in terms of the interrelated needs of the consumer public, labor and man-

agement, with special emphasis placed on current social forces that shape business law. Prerequisite: Sophomore standing.

248. Independent Study/(1-6).F;W;S;SS.

266. [BA 366] Introduction to Business Data Processing/(4).F;W;S.

A survey of computer processes and equipment. The course includes principles of data processing, computer language, and the application and impact of data processing on business.

302. Business Communications/(3).F;W;S.

Specialized education and training to develop competence in business communication: effective business letter writing, listening, speaking, and reading.

303. Office Machines/(3).F;W;S.

Practice in the use of common office machines.

304. Advanced Shorthand/(3).F;W.

Ability to take rapid dictation and transcribe it is developed. Prerequisite: Business Education 202-203. Recitation and laboratory five hours.

305. Advanced Shorthand/(3).S.

Advanced study of shorthand dictation and transcription. Prerequisite: Business Education 202-203.

348. Independent Study/(1-6).F;W;S;SS.

349. Instructional Assistance in Business Education/(1-2).F;W;S;SS.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Grading will be on a satisfactory-unsatisfactory basis only. Prerequisite: Junior or senior standing.

355. Management Information Systems/(3).F.

This course provides the student with an understanding of the interaction

which must exist among all levels of management and the data processing specialists. The information systems which are candidates for automation and the general flow leading to implementation of these systems are studied. Prerequisite: Business Education 266.

367. Problems in Business Data Processing/(3).W;S.

The necessary skills required to prepare, test, compile, and document a variety of programs written in COBOL language are developed. These programs are applications of business problems. Prerequisite: Business Education 266.

389. Selected Topics/(1-4). On demand.

401. [BA 401] Business Law/(2).F;W;S.

This course in business law covers the following areas: contracts, agency and employment, commercial paper, personal property and bailments, and the Uniform Commercial Code as it pertains to these fields. The chief objectives of the course are to prepare students for the C.P.A. examination and to give a businessman enough legal knowledge to know when the advice of an attorney is needed. Prerequisite: Business Education 215.

402. [BA 402] Business Law/(3).F;W;S.

This course in business law is a continuation of Business Law I; it deals with sales, security devices, partnerships, corporations, real property, estates, bankruptcy, and the Uniform Commercial Code as it pertains to these fields. The chief objectives of the course are to prepare students for the C.P.A. examination and to give a businessman enough legal knowledge to know when the advice of an attorney is needed. Prerequisite: Business Education 215.

403. Cooperative Office Education/(3).F;W;S.

Actual work in an office. Group conferences to be arranged. (By permis-

sion only.) Prerequisite: Business Education 103 and 303 or equivalent.

404. Principles of Occupational Business Education/(3).W;S.

A study of the curriculum, current problems, and other interrelated factors in vocational business education. (By permission only.)

451. Office Management/(3).W.

A study of the responsibilities in planning, organizing, and controlling business services, systems and procedures in office work and an expansion of the knowledge and techniques used to reduce and control office costs.

467. Business System Analysis/(3).S.

A study of the designing of computer based data processing systems. Techniques required to solve business systems problems are included. Prerequisite: Business Education 266.

471. Computer Simulations/(2).W;S.

A study of the quantitative techniques as applied to operations management. The simulation of these methods via the computer comprises the major emphasis of the course. Prerequisite: Business Education 266.

481. Seminar/(1-6). On demand.

Graduate Courses

500. Bibliography and Research/(3).F.

A study of bibliographical problems, types of research, and organization and reporting of research. Required in the first quarter for all beginning graduate students.

503. [BA 503] Advanced Business Law/(3).W.

This course in business law deals with current legal problems and how they affect the businessman in his day to day dealings in the business world. Students are required to do research in

various areas and to give reports. The course deals with legal philosophy and jurisprudence, as well as the evolution of the laws and legal systems. Prerequisite: Graduate standing.

505. Current Problems in Business Education/(3).F.

Problems in organizing and administering business education programs.

506. Instruction in the Secretarial Subjects/(3).S.

Trends and research in the teaching of shorthand, typewriting, and related subjects.

507. Instruction in the Basic Business Subjects(3).S.

Objectives, organization of the curriculum, instructional materials, and methods of instruction of the basic business subject.

508. Business Report Writing/(3).F.

A study of business report writing required of men and women in their professional careers in business, industry, education, and government. Emphasis is on concepts in creative and functional aspects in understanding the problems, gathering and organizing data, and writing reports for management, employees, and the public.

509. History and Philosophy of Vocational Office Education/(3).SS.

A study of the relationship of the history and philosophy of vocational education to the ideal school curriculum.

510. Administration and Supervision of Vocational Office Education/(3).SS.

A study of principles, practices, and techniques of organizing and supervising vocational office education programs.

520. Business and Economic Education for the Disadvantaged/(3).W.

A study of the disadvantaged, their environment, habits, motives, values, and how to help them solve their prob-

lems through business and related fields.

521. Methods of Developing Economic Concepts/(3).S;SS.

A study of basic economic concepts

and how they can be developed by students in economics and related fields.

548. Independent Study/(1-6).F;W;S;SS.

550. Master of Arts Thesis/(6).F;W;S.

589. Selected Topics/(1-4). On demand.

Department of Economics

J. Paul Combs, Acting Chairman

The objectives of the Department of Economics are to develop an understanding of the theories of economic behavior, both human and institutional; to develop the necessary analytical skills for economic problem solving; and, to acquaint the student with current economic problems and alternative economic policy considerations.

A Bachelor of Science in Business Administration degree with a major in economics or banking and finance may be obtained by completion of the following in addition to the College of Business core courses required for the BSBA degree:

Major in Economics

Economics 302	Macroeconomics	3 q.h.
Economics 310	Microeconomics	3 q.h.
Economic electives numbered 300 or above		12 q.h.
College of Business electives numbered 300 or above		21 q.h.
TOTAL		39 q.h.

Major in Banking and Finance

Economics 302	Macroeconomics	3 q.h.
Accounting and Finance 462	Investment Management	4 q.h.
Economics 307	Money and Banking	3 q.h.
Economics 455	Public Finance & Taxation	3 q.h.
Accounting and Finance 425	Intermediate Theory	
or		
Accounting and Finance 430	Capital Markets	4 q.h.
College of Business electives numbered 300 or above		22 q.h.
TOTAL		39 q.h.

Majors in the above areas are advised to use their elective hours in statistics, finance, management, additional economics courses, and accounting. An internship may be elected to provide practical experience, with academic credit in the field of specialization.

A minor in economics leading to a baccalaureate degree consists of Economics 201, 202, 203, 302, 310, and 6 quarter hours of electives in economics.

Bachelor of Arts Degree

The Bachelor of Arts degree in economics is offered in the College of Arts and Sciences in cooperation with the Department of Economics. For the general requirements see page 78 in this catalog.

Economics for Social Science Major

For the curriculum for a major in social science and concentration in economics leading to the Bachelor of Science degree and teacher certification, see page 170.

Courses of Instruction in Economics

(For a description of the notation used in the following list of courses, see p. 80.)

200. General Economics/(3).F;W;S.

A survey course of elementary economics designed for nonbusiness and nonsocial studies majors who plan to take only one course in the field. A brief treatment of the production and distribution of wealth in society, money and banking, the organization of business, and international trade. Credit will not be given for both 200 and 201.

201-202-203. Principles of Economics/(3-3-3).F;W;S.

A study of the present-day economic system; demand and supply, prices and costs; wages, rent, interest and profit; business cycles; money, banking, and the Federal Reserve System; international trade; and a comparison of Capitalism, Socialism, Communism, and Facism. Credit will not be given for both 200 and 201.

248. Independent Study/(1-6).F;W;S;SS.

302. Macroeconomic Analysis/(3).F;W;S.

An analysis of the nation's income, output, employment, and general price level. Prerequisite: Economics 201, 202, 203.

303. Labor Economics/(3).W.

Position of the laborer and some of his problems in our industrial society. Prerequisite: Economics 201, 202, 203.

305. International Economics/(3).W.

International trade and the theory of comparative advantage are studied. Special attention is given to free world trade, the economic development in other countries, and to groupings as in the European Economic Community. History and problems of United States foreign trade policy are discussed. Prerequisite: Economics 201, 202, 203.

307. Money and Banking/(3).F.

How money and credit instruments are issued and secured, structure and effects of commercial banking and the Federal Reserve System, impact on monetary and fiscal policy. Prerequisite: Economics 201, 202, 203.

**310-311. Microeconomic Analysis/
(3-3).F;W;S.**

An intermediate course in economic theory with emphasis on the theory of consumer behavior, price theory and resource allocation. Prerequisite: Economics 201, 202, 203.

348. Independent Study/(1-6).F;W;S;SS.

**349. Instructional Assistance in
Economics/(1-2).F;W;S;SS.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Grading will be on a satisfactory-unsatisfactory basis only. Prerequisite: Junior or senior standing.

**375-376. Business and Economic
Statistics I, II/(3-3).F;W;S;SS.**

A study of statistical tools used to analyze business and economic problems. The major subject matter includes descriptive statistics, decision making under uncertainty, statistical comparison of production and marketing methods and products, quality control, and the estimation of linear supply and demand functions. Prerequisite: Mathematics 115 or equivalent, Economics 201, 202.

380. Economic Development/(3).F.

An examination of the institutional background necessary for national economic growth. An introduction to theoretical models of growth. Prerequisite: Economics 201, 202, 203.

389. Selected Topics/(1-4). On demand.

**452. Comparative Economic Systems/
(3).W.**

A critical analysis of the theory and practice of the economic systems of Capitalism, Communism, Socialism, and Facism. Prerequisite: Economics 201, 202, 203.

453. Economics Fluctuations/(3).F.

An analysis of the causes, consequences, forecasting, and control of cyclical fluctuation. Prerequisite: Economics 201, 202, 203.

455. Public Finance and Taxation/(3).F.

Government revenues, expenditures, budgets, and financing taxes; shifting and incidence of taxation, public debts and economic effects of government monetary and fiscal policies. Prerequisite: Economics 201, 202, 203.

460. Economics of Education/(3).S.

An application of capital theory to the study of human resource development, with particular emphasis on the formal education process. The rates of return to investment in formal education at the elementary, secondary, and college levels are studied. Economic objectives of formal education are viewed from the standpoint of returns of the individual and to society. Prerequisite: Economics 201, 202, 203, 310 or Senior/Graduate standing.

467. Managerial Economics/(3).F;S.

An application of statistical and mathematical concepts to solving problems in economics. Includes optimizing techniques such as the Lagrangean multiplier and linear programming. Material covered will also include empirically measured demand, production, and cost functions as well as business pricing practices. Prerequisite: Economics 201, 202, 203, 375, 376.

475. Econometrics/(3).S.

Identification, measurement, and interpretation of demand, production, cost, and consumption relationships. Simple

and multiple regression will be applied to time series and cross sectional data. Prerequisite: Economics 375, 376 or equivalent.

481. Seminar in Economics/(1-6).

On demand.

An extended investigation of some specific topic with a view to giving training of research and studying intensively some subject in the field of economics. Prerequisite: Economics 201, 202, 203.

Graduate Courses

502. Economic Problems of Developing Countries/(3).S.

An analysis of the economic problems of current importance in developing nations. Prerequisite: Economics 201, 202, 203.

516. Economic Analysis/(3).F.

Basically a microeconomic analysis of problems in Price Theory, Distribution, and the Allocation of Resources. Both governmental and firm policy implications are discussed. In addition, in the

macro area, the Keynesian model is compared with Patinkin's General Equilibrium model. A short term paper is required. (By permission of instructor.)

518. Advanced Macro-Theory/(3).W.

A rigorous review of the literature in aggregate economic theory with special reference to the prediction of economic activity and policy formulation. Monetary and fiscal policy will receive special attention. Prerequisite: Economics 302, 307.

520. Advanced Micro-Theory/(3).W.

A rigorous treatment of the theory of the firm under alternative competitive conditions. Prerequisite: Economics 310, 311.

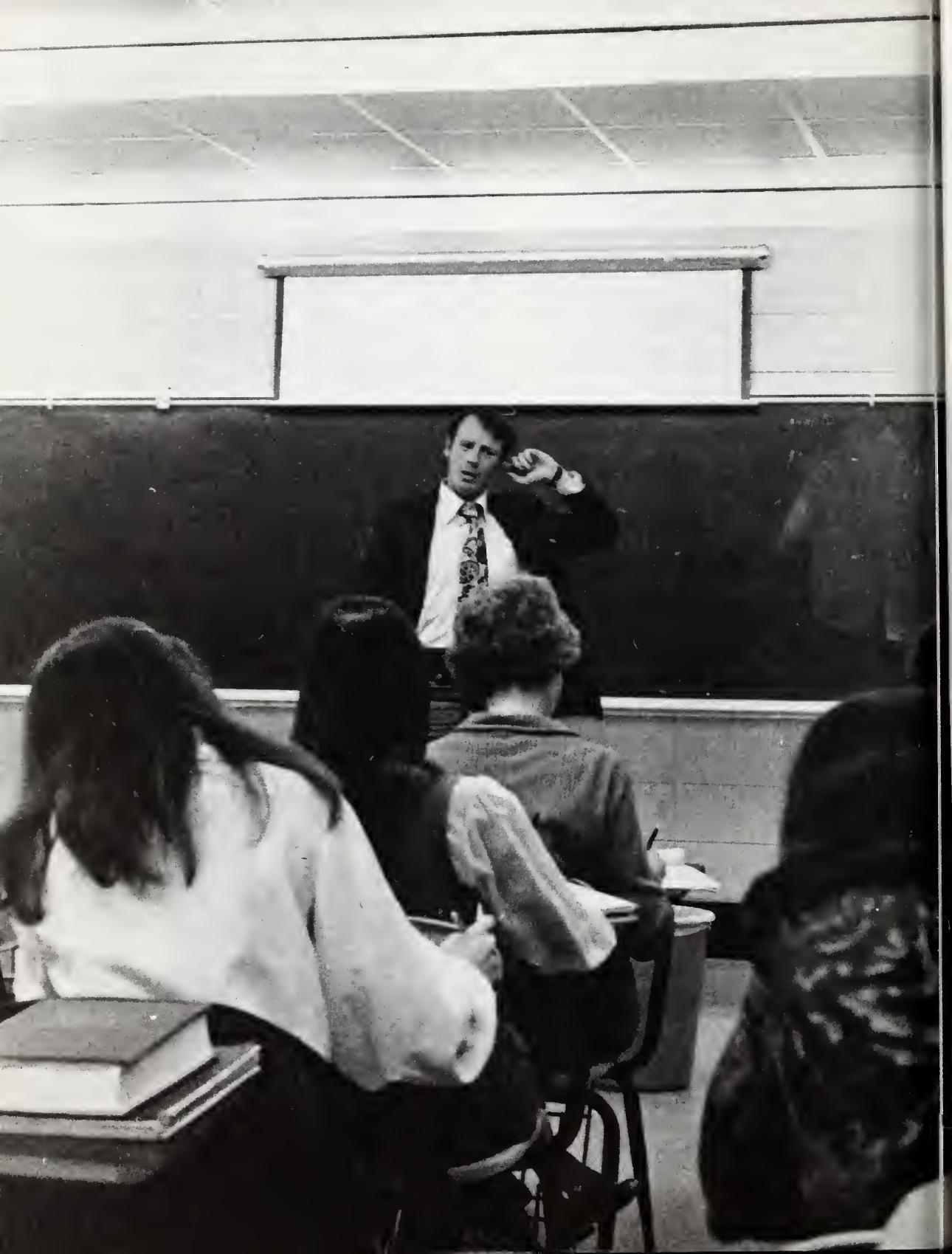
548. Independent Study/(1-6).F;W;S;SS.

551, 552. History of Economic Thought/(3,3).F;W.

Origin, development, and meaning of current conflicts in economic theory. A study of mercantilist, classical, neo-classical, and Keynesian economics. Prerequisite: Economics 201, 202, 203.

589. Selected Topics/(1-4). On demand.





The College of Education

Joseph C. Logan, Dean

The College of Education has primary responsibility for the preparation of young men and women as elementary teachers, secondary teachers, teachers in special subject areas, librarians, reading specialists, supervisors, audiovisual directors, counselors, teachers for higher education, and administrators for the public schools and institutions of higher education.

Departments

The College of Education consists of the Department of Administration, Supervision and Higher Education, the Department of Childhood Education, the Department of Counselor Education and Reading, the Department of Educational Media, and the Department of Secondary Education. The College of Education offers the Bachelor of Science degree with teacher certification in the fields of elementary education (K-3) or (4-9), library science, and special education in the area of mental retardation. The Bachelor of Science degree with teacher certification may also be earned in each of the following fields: art; biology; chemistry; economics and business; English; French; health and physical education; history; home economics education; industrial arts; mathematics; music; physics; Spanish; speech; science with concentration in biology, chemistry, earth science, or physics; social science with concentration in geography, political science, sociology and anthropology, or economics.

The College of Education has the responsibility for administering the program leading to the Bachelor of Technology degree. This program is for selected graduates of technical institutes and community colleges in business and engineering technology. It does not lead to teacher certification.

Bachelor of Science Degree (with teacher certification)

To earn the Bachelor of Science degree with teacher certification, it is necessary that the following requirements be met:

1. Completion of at least 183 quarter hours with a grade-point average of at least 2.00. A transfer student must have at least a 2.00 grade-point average on all work at Appalachian.
2. Completion of the general education requirements.
3. Demonstration of proficiency in reading, speech, and written English. The candidate for a teaching certificate must take Speech 101.
4. Completion of a major consisting of 36 to 85 quarter hours from one of the fields listed below:

Art	Mathematics
Biology	Physics
Chemistry	Science, with concentration in
Economics and Business	Biology, Chemistry, Earth
Elementary Education	Science, or Physics
English	Social Science, general or with
French	concentration in Geography,
Health and Physical Education	Political Science, Sociology and
Health Education	Anthropology, or Economics
History	Spanish
Home Economics Education	Speech
Industrial Arts	Special Education-Mental
Library Science	Retardation

A student must have at least a 2.00 grade-point average on all work in the major. A transfer student must complete at least 12 quarter hours of work in his major at Appalachian and have at least a 2.00 grade-point average on all work at Appalachian in the major. With the exception of the science and social science major, specific requirements for each major preface the list of courses offered by the department. Requirements for the interdepartmental majors of science and social science are given on pages 176 and 177.

5. Completion of professional education requirements as follows:

Childhood Education 301, 302, 303 or Secondary Education	
304, 305	6 or 9* q.h.
Psychology 301, 302, 303	9 q.h.
Methods course or courses	3-9* q.h.
Childhood Education 404 or 405 or Secondary	
Education 404 or 407	15 q.h.

*Additional courses in education are required for elementary education majors. See the statement on the requirements for this major.

6. Electives to complete 183 quarter hours.
7. Completion of residence requirements.
8. Compliance with regulations concerning settlement of all expense accounts and satisfactory citizenship.
9. Recommendation of the faculty.
10. Take the Common Examination and the Teaching Area Examination, if available in his field, of the National Teacher Examinations.

Meeting graduation requirements is the responsibility of the student.

A candidate for a North Carolina teaching certificate must meet the standards of the "approved program."

Bachelor of Technology Degree

The Bachelor of Technology degree is offered for a limited number of selected graduates of technical institutes and community colleges. To be eligible for consideration for admission to this program, one must hold the Associate in Applied Science degree in business or engineering technology from a technical institute or community college. In no case will transfer credit be given for more than 96 quarter hours. Applicants must submit 1) evidence that they have mastered the basic technical skills in their areas, 2) an endorsement by the occupational director or dean of the community college or technical institute, and 3) a statement from the president of the institute or community college that they are persons whose mastery of skills and personal qualifications are such that they might reasonably be expected to become successful teachers of technical or vocational subjects. Applications should be directed to Admissions Officer, Appalachian State University.

To earn the Bachelor of Technology degree, it is necessary that the following requirements be met:

1. Completion of at least 90 quarter hours at Appalachian with a grade-point average of at least 2.00, to be completed after admission to the Bachelor of Technology degree program.
2. Completion of the following general education requirements:

Two courses in literature	6 q.h.
One course from Art 217, English 217, Music 217, or Speech 217	3 q.h.
One course in philosophy or religion	3 q.h.
History 101, 102 or History 103, 104	8 q.h.
Psychology 201	3 q.h.
Total	23 q.h.

3. Demonstration of proficiency in reading, speech, and written English.
4. Completion of an area of specialization consisting of a minimum of 18 quarter hours. The courses in the area of specialization are chosen with the approval of the student's advisor from departments whose offerings are related to the student's field of interest. Courses from economics and business are chosen by the student in business technology. The student in engineering technology will choose from the courses in industrial arts, the physical sciences, and mathematics. The student must have at least a 2.00 grade-point average on all work in the area of specialization.

5. Completion of professional education requirements as follow :

Secondary Education 304, Administration, Supervision and Higher Education 306, 495, 497	12 q.h.
Psychology 301, 302, 303	9 q.h.
Administration, Supervision and Higher Education 496	15 q.h.
Educational Media 475	3 q.h.
	Total 39 q.h.

6. Completion of 13 quarter hours of electives. If the student has not had a year of a natural science at the two-year institution, he must take a year (9 q.h.) of a natural science at Appalachian.
7. Completion of residence requirements.
8. Compliance with regulations concerning settlement of all expense accounts and satisfactory citizenship.
9. Recommendation of the faculty.

Bachelor of Technology degree candidates seeking certification must take the Common Examination and Area Examination (where available) of the National Teacher Examinations.

Meeting graduation requirements is the responsibility of the student.

Procedure for Applying to the College of Education and Teacher Education Program

1. Between the fourth and sixth weeks of the student's sixth quarter the student's check sheet will be transferred from the General College to the chairman of his proposed academic department.

2. The chairman of the academic department will be responsible for processing the application for admission into the department and submitting, when approved, an initialed copy of the student's check sheet to the Associate Dean of the College of Education.
3. The appropriate department in the College of Education will be responsible for processing the application for admission into the teacher education program. The student will be notified by mail of his acceptance (or rejection) and asked to complete an enclosed application form. The application must be completed and returned to the appropriate department in the College of Education.

Admission to the College of Education and to the Teacher Education Program

To be admitted to the College of Education and to the teacher education program a student must have:

1. Completed at least 90 quarter hours
2. A quality-point ratio of at least 2.20
3. Completed
 - a. English 100, 110, 120
 - b. Six hours of literature
 - c. History 101, 102 or 103, 104
 - d. Speech 101
 - e. Mathematics 101 or 107
 - f. A year of natural science
 - g. Three quarter hours of physical education activity courses
4. Demonstrated proficiency in reading, speech, and written English.
5. Been accepted by a department as a major in that department.
6. A recommendation from the chairman of the department in which the student is majoring.
7. A recommendation from the Vice Chancellor for Student Affairs that the student has no health, personality, or citizenship deficiency detrimental to the welfare of pupils.

Proficiency Requirements and Screening

All students who are candidates for teacher certification must pass proficiency tests in reading, speech, and written English. These tests are given during the freshman and/or sophomore years. Transfer students in teacher education also must pass these tests.

The Associate Dean of the College of Education is responsible for checking the student's proficiencies and notifying students who are nonproficient. The nonproficient student will be informed by letter that he is eligible to be accepted into the teacher education program—on conditional status—until the beginning of his eighth quarter, at which time he must have passed the proficiency test or be enrolled in the appropriate course(s) to become proficient. A student who has not completed his proficiency requirements by the beginning of his ninth quarter will not be allowed to continue in the teacher education program. (He may appeal his situation to the Dean of the College of Education.) Only students who have completed their proficiencies will be allowed to enroll in student teaching.

Student Teaching

Beginning with the ninth quarter and extending through the twelfth, each student who is taking a program leading to teacher certification is expected to do student teaching for one quarter in the field for which he has been preparing. This work will consist of full-time teaching under the guidance of a competent and experienced teacher. The student will spend full time in the school where he does his student teaching, and his formal teaching load will be gradually increased until he has an opportunity to carry from one-half to all the teaching load of his supervising teacher. Student teaching provides the student professional laboratory experience in the same activities in which the regular teacher engages. In addition to the regular classroom teaching activities, the student will experience and share in the extracurricular activities of the school, community activities, professional activities such as faculty meetings, routine activities such as making reports, and meeting and working with parents.

The assignment of a student to a particular school or laboratory situation will be based upon the needs, interests, and abilities of the individual student and the characteristics of the particular school.

Student teaching assignments in off-campus schools will conform to the local schedule with reference to the Thanksgiving, Christmas, and Easter holidays.

Conditions Prerequisite to Student Teaching

The following requirements must be met prior to student teaching:

1. Application must be filed not later than the last day of fall quarter preceding the school year, September 1 to August 31, in which the student expects to do student teaching.

2. Clearance for student teaching must be approved by the Field Experiences Office as follows:

For *Summer* student teaching by May 1

For *Fall* student teaching by May 15

For *Winter* student teaching by October 15

For *Spring* student teaching by February 15

Clearance forms may be secured by the student from the Field Experiences Office.

3. A student who has applied for student teaching, and has been officially checked by the Registrar as having a 2.00 both in his overall program and major field (and is eligible in all other respects), will be unconditionally placed. Any others who may be tentatively placed must have a grade-point average of at least 2.00 both in his overall program and major field by the end of the quarter immediately preceding student teaching.
4. A student must have the recommendation of his academic advisor and the approval of the chairman of the department in which he is majoring. A student who is planning to graduate in three calendar years may register for student teaching in the ninth quarter.
5. *Elementary, kindergarten, or special education majors*—A student must have the approval of the chairman of the Department of Childhood Education. Prior to student teaching, elementary majors must have completed Childhood Education 302 and 303, Counselor Education and Reading 310, Childhood Education 401 or 402, and 403, and Psychology 301 and 302. Childhood Education 301 and Psychology 303 may be taken prior to or following student teaching but is a requirement for graduation.
6. *Secondary majors*—A student must have the approval of the chairman of the Department of Secondary Education. Prior to student teaching, secondary majors must have completed Secondary Education 305, the required methods course, and Psychology 301 and 302. Secondary Education 304 may be taken prior to or following student teaching but is a requirement for graduation. A student may qualify under either the elementary or secondary requirements, if he is a major in a special subject (art, health and physical education, library science, or music).
7. Each applicant must agree to student teach full time for one quarter.

Teacher Certification

For a regular Class A Certificate in North Carolina, a candidate must make a composite minimum score of 950 on the National Teacher Com-

mon Examination and the teaching Area Examination. When a teaching Area Examination is not available, a minimum score of 475 on the Common Examination is required for a regular Class A Certificate. A candidate who makes a minimum composite score of 875 on the National Teacher Common Examination and the Area Examination will be given probationary certification for one year. When a teaching Area Examination is not available, a minimum score of 425 on the Common Examination is required for probationary certification for one year. No certification is issued to an applicant who fails to make the minimum scores as are herein stated.

For certification in a new field the State Department of Public Instruction has issued the following guidelines. "A candidate must meet all requirements for the Class A Certificate (and below) on rating involved and in addition attain the required minimum composite score on a combined common examination and the appropriate teaching area(s) examination. *When adding a new field at the same level of the certificate already held, only the examination (if available) in the new field is required (e.g., one holding a social studies certificate and desiring to add the subject English will be required to meet the minimum score of 475 in the area of English).* If an examination is not available in the new field, the score requirement is not applicable. Seeking a change in certificate will in no way affect the presently held certificate or rating. The composite score provision is not applicable to the graduate and advanced certificates. As indicated in the score table above, a minimum score is required on each part of the examination." All transcripts showing that the student is qualified for a teaching certificate bear this notation:

"This is to certify that (name) has satisfactorily completed the regular National Council for Accreditation of Teacher Education accredited program of this institution for the preparation of teacher and that (he or she) is specifically prepared to teach (subject). This applicant has met all other appropriate standards of this institution which are required for full recommendation for teaching."

Interdepartmental Majors Leading to Teacher Certification

Curriculum in Science

A major in science leading to the Bachelor of Science degree and teacher certification must include Mathematics 107 and 111 or Mathematics 111 and 112; Biology 101-102-103; two of the following three sequences: Chemistry 101-102-103; Physics 101-102, 103 or 150-151, 152; Geology 101-102-103; plus a concentration in one of the areas below.

A concentration in biology includes Biology 201, 202, 203, 204, 205, 206, 301, 307, 308, 309, 454, and 455; Chemistry 101-102-103; Physics 101-102, 103.

A concentration in chemistry includes Chemistry 101-102-103, 201, 210, 301, 404, and 17 quarter hours selected from other chemistry courses; Mathematics 111-112-211-212-213; Physics 101-102, 103 or 150-151, 152.

A concentration in physics includes Physics 211, 212, 213, 301, 303, 320, 440, 441, 450, and 10 hours of electives in physics; Chemistry 101-102-103; Mathematics 111-112-211-212-213, 311-312.

A concentration in earth science includes Geography 215, 230, 240, 310, 311, 312, and Geology 311, 313, 341, and 16 hours of electives; plus either Chemistry 101-102-103 or Physics 101-102, 103.

Curriculum of Social Science

A major in social science leading to the Bachelor of Science degree and teacher certification consists of 87 quarter hours in social science including general education requirements in social science. This must include 33 quarter hours in history including History 101, 102, or 103, 104, and 201, 202, 215, 299, and 12 hours from other history courses. The social science major must complete Geography 101, 102, 103; Political Science 200, 201, 203; Sociology 120, 201 and Anthropology 210; and Economics 201, 202, 203. In addition, the social science major may complete a concentration of at least an additional 18 quarter hours in geography, political science, sociology and anthropology, or economics.

The social science major may elect to take a spread in the various fields of social science. If so, 18 hours of electives in social science will replace the 18 hours of concentration.

A concentration in geography for the social science major must include Geography 221, 230, 240, and 9 quarter hours of electives. The person taking a concentration in geography will take Geology 101, 102, and 103 to satisfy the general education requirement in natural science.

A concentration in political science for a social science major must include courses from at least four areas of political science. Fifteen of the 18 hours in the concentration must be taken at the 300-400 level.

A concentration in sociology and anthropology of the social science major must include Sociology 302, Mathematics 380, and 12 quarter hours of electives in sociology and anthropology.

A concentration in economics of the social science major must include Economics 302, 310-311, and 9 quarter hours of economic electives.

Courses of Instruction

Courses are listed in numerical order by departments, which are listed in alphabetical order. Courses numbered 100 to 199 inclusive are normally offered for freshmen; 200 to 299 for sophomores; 300 to 399 for juniors; 400 to 499 for seniors; 500 to 599 for graduate students with the approval of advisor; and 600 and above for graduate students. Courses open to lower classes are also open to upper classes.

A number in brackets following a course number and preceding the course title indicates the course number used in the 1973-74 catalog.

The figure in parentheses after the course title indicates the credit in quarter hours; for example, the figure (3) means three quarter hours.

Quarters of the year in which the course is offered are represented by symbols: F for fall quarter, W for winter quarter, S for spring quarter, SS for summer session, Ex for extension.

A hyphen in the course number, credit, and quarters of the year in which the course is offered indicates that the course extends through two or more quarters and that the preceding quarter must be completed before the following quarter can be taken.

The comma in the course number, credit, and quarters indicates that the course is continuous but that one quarter may be taken independently of another.

The semicolon in the quarters offered indicates that the course is a one quarter course and is repeated in a subsequent quarter.

Special requirements for admission to a course are stated after the word *prerequisite*.

The administration reserves the right to withdraw any course for which there is insufficient enrollment.

Department of Administration, Supervision and Higher Education

Alvin R. Hooks, Chairman

The Department of Administration, Supervision and Higher Education is responsible for organizing and providing instructional programs leading to certification of personnel for administrative and supervisory positions in education, organizing and providing related courses, programs, and services designed to meet the needs of administrative and supervisory

personnel in elementary and secondary schools and in higher education, and organizing and providing programs and services designed in cooperation with schools or other agencies relating to any areas of improvement and progress in educational institutions. The department also provides advisory and administrative services essential to the effectiveness of its program.

Master of Arts degrees are offered in several areas of the two-year college programs and in public school administration and supervision. The Specialist in Education degree is offered in educational leadership and higher education. The areas of concentration in the specialist's degrees are administration, supervision, curriculum, reading, educational media, guidance-counseling, developmental studies, and adult education.

Course of Instruction in Administration, Supervision and Higher Education

(For a description of the notation used in the following list of courses, see p. 80.)

306. The Technical Institute/(3).W.

A background in the philosophy, goals, and purposes of vocational and technical programs in post-secondary institutions. Emphasis is placed on the role of the technical institute.

348. Independent Study/(1-6).F;W;S;SS.

349. Instructional Assistance in Administration, Supervision, and Higher Education/(1-2).F;W;S;SS.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Grading will be on a satisfactory-unsatisfactory basis only. Prerequisite: Junior or senior standing.

490. Education of the Disadvantaged/(3).W;SS.

A study of the educational needs of the disadvantaged child. Consideration is given to identification, curriculum, methods of teaching, and materials. The course is designed for administrators and instructional personnel.

495. Teaching in the Occupational Programs/(3).F.

A study of effective methods and techniques of teaching vocational and technical subjects. Attention is given to class organization, student-instructor planning, methods of teaching manipulative skills and related information, shop laboratory safety, and evaluation.

496. Student Intern: Occupational Programs/(15).F;W;S;SS.

A full-time teaching internship for one quarter under the supervision of experienced personnel in a community college or technical institute.

497. Seminar on the Technical Institute/(3).S.

Discussion and analysis of the problems, research, and recent trends in the technical institute.

Graduate Courses

501. Public School Administration/(3).F;SS.

A study of basic structure, organization, and administration of American

- public education; the role of the various agencies and administrative personnel; financial support; special problems. Prerequisite: three years' teaching experience.
- 502. Organization and Administration of the Secondary Schools/(3).F;SS.**
A study of secondary education and administration, research, curriculum, schedule making, opening and closing of school. Prerequisite: three years' teaching experience.
- 503. Problems of the Public School Administrator/(3-6).SS.**
A study of the practical problems involved in administering the public schools. Prerequisite: three years' teaching experience.
- 504. Organization and Administration of the Elementary School/(3).W;SS.**
A study of the role of the administrator in modern elementary education. Prerequisite: three years' teaching experience.
- 505. Supervision of Instruction/(3).S;SS.**
A study of the nature and function of supervision, recent trends, teacher participation in policy formation, the organization and planning of supervision. Prerequisite: three years' teaching experience.
- 506. Curriculum Construction/(3).F;S;SS.**
A study of principles, effective practices, and techniques appropriate for overall curriculum planning.
- 512. Organization and Administration of the Middle/Junior High School/(3).F;SS.**
A study of the organization and administration of the middle and junior high school programs. Overview of the function of these schools in American education.
- 517. School Supervision/(3).SS.**
This course is planned for students preparing for positions as general county and city supervisors.
- 518. Public School Finance/(3).S;SS.**
A study of educational theory and operating principles which will contribute to the understanding of the nature of problems of public school finance. Prerequisite: three years' teaching experience.
- 525. Problems in Educational Administration/(3-6).F;W;S.**
A study of current trends, issues, and problems related to the organization and administration of the instructional program. The course is designed for school administrators and other present and prospective educational leaders. May be offered as a six-hour field study.
- 535. Philosophy of Education/(3).F;W;S;SS.**
Current educational issues and decisions are analyzed from the viewpoint of the philosophical bases which may underlie them.
- 542. The Community/Junior College/(3).F;W;S;SS.**
An analysis of the two-year college. Emphasis is given to a study of characteristics and roles of personnel and programs within the various types of public and private community/junior colleges.
- 543. Organization and Administration of the Community/Junior College/(3).F;SS.**
A study of the various types of two-year colleges and how they are administered at the state and local levels. Emphasis is placed on North Carolina's community colleges.
- 544. Seminar on the Community/Junior College/(3).F;W;S;SS.**
Discussion and analysis of the problems, research, and recent trends in the community/junior college.

**545. Practicum in College Teaching/
(3).F;W;S.**

Supervised experience in college teaching. Open only to graduate assistants and graduate fellows.

**547. Social Foundations of Education/
(3).F;SS.**

The purpose of the course is to acquaint students with the role of the school in relation to its social setting and organization.

548. Independent Study/(1-6).F;W;S;SS.

549. School Building Planning/(3).W;SS.

Emphasis upon educational planning of teaching space and facilities, planning buildings for newer instructional equipment, power requirement, efficient use of existing facilities, economical house-keeping and maintenance programs.

**550. Master of Arts Thesis/(6).
F;W;S;SS.**

**552. Supervision of Instruction in the
Community/Junior College/(3).SS.**

Organization and planning of supervision, the development of skills in co-operative planning, and the evaluation of activities for the college student.

**553. Planning the Community/Junior
College/(3).S.**

Analyzing communities and determining aims and objectives in planning curricula in general education and vocational education for the community/junior college.

560. School Law/(3).W;SS.

The purpose of the course is to analyze the fundamental principles underlying the relation of the state to education and to reduce to systematic organization the principles of the case or common law which are applicable to practical problems of school organization and administration. The course will also consider the duties and responsibilities of personnel in the school system.

563. The Adult Learner/(3).F;SS.

A study of the characteristics of adults as learners. Special attention is given to a review of research on adult learning and to the role of the adult educator as a facilitator in the learning process.

565. Selected Topics/(3 or 6).F;W;S;SS.

Subject matter may vary from term to term depending on student interest and need. A student may enroll more than once in a selected topics course provided that the content does not duplicate that of the previous course. Limit of 6 hours credit.

**574. Internship in Community/Junior
College/(3-6).F;W;S;SS.**

Supervised experience in a community/junior college or technical institute for students planning to be employed in one of these educational institutions.

**575. Internship in Educational
Administration/(3-6).F;W;S.**

Leadership and management experiences under the direction of competent principals, supervisors, superintendents, or other appropriate administrators.

**581. Programs for Adult Education/
(3).F;SS.**

A study of the procedures employed in the development, operation, and evaluation of adult education programs.

**584. College Finance and Business
Management/(3).F;S;SS.**

A study of financial and business management principles as related to higher education. Emphasis is given to sources of funds, budgeting, purchasing, and financial accountability in higher education.

**585. Computer Applications in
Educational Administration and
Finance/(3).S;SS.**

An investigation of the use of packaged programs related to administrative problems; e.g., scheduling, registration,

and student records and their use in facilitation of innovation in instruction. In addition to the examination of pre-packaged software, the course will consider the design of systems for unique local situations.

586. Computer Applications in Instructional Programs/(3).S.

An overview of computer-assisted instructional programs and learning theories related to the development of such programs.

588. Method and Process in Community Relations/(3).F;SS.

Analysis of the interactive process within and between groups, emphasizing the formation and functioning of groups, development of skills essential for effective leadership, techniques of school-community relations. Attention is given to parent contacts, citizen participation, press, radio, television, printed materials, and other media.

589. Developmental Studies in the Community/Junior College/(3).W;SS.

A study of the role of developmental studies programs in the community/junior college. Special emphasis is given to characteristics of students and approaches to instruction.

590. Seminar in Adult Education/(3).S;SS.

This course provides opportunities for students to examine current issues and problems in adult education.

601. Seminar in Educational Leadership/(3 or 6).F;S.

618. Seminar in Finance and Taxation/(3).F;SS.

Advanced studies in taxation, statutory programs for school support, budget making, fiscal management, and business operation of school systems.

625. Advanced Problems in Educational Administration/(3-6).F;W;S.

Open to sixth-year students only.

648. Independent Study/(1-6).F;W;S;SS.

649. Seminar in Facilities and Maintenance/(3).S;SS.

Planning the modern school plant, design and nature of functional educational facilities, personnel involvement, maintenance, determining the needs of the community, factors in the selection of sites, architectural and contractual services.

660. Seminar in Legal Problems in Education/(3-6).S;SS.

Legal bases for organizing and conducting public and private school systems, statutes and court decisions affecting educational functions.

674. Internship in Higher Education/(3-12).F;W;S;SS.

Supervised experience in a college or university for students planning to be employed in one of these types of educational institutions.

675. Internship in Educational Leadership/(6-12).F.

682. Adult Education Agencies/(3).F.

Identification and analysis of agencies offering adult education. Emphasis is given to the organization, administration, and purpose of adult education in these agencies. The relationships among adult education agencies is also considered.

683. Post-Secondary Technical and Vocational Education/(3).W;SS.

A study of the role of technical and vocational education in society. Consideration is given to determining needs for specific training in a given community and developing programs appropriate to meet those needs.

684. The General Education Program for Higher Education/(3).S;SS.

An overview of general education and its place in post-secondary education. Emphasis is given to building on earlier educational experiences in constructing

a viable college general education program.

**686. Higher Education in America/
(3).F.**

Historical approach to the development of higher education from colonial colleges to the present.

**687. Seminar in College Administration/
(3-6).S;SS.**

A study of the governance of higher educational institutions. Consideration is given to legal bases, organizational patterns, development politics, administrator and faculty responsibilities.

**690. Seminar in Education for the
Disadvantaged/(3-6).W;SS.**

A study of problems related to education of the culturally different and

educationally disadvantaged student and the administrative facet of these problems. Modification in curriculum in the development of compensatory and remedial programs are prime concerns.

**691. Advanced Seminar in Adult
Education/(3).SS.**

This course provides opportunities for students to examine in depth current issues and problems in adult education.

**692. Curriculum Development in Adult
Education/(3).W.**

A study of principles and practices in curriculum development in adult education. Special attention is given to needs assessment and to innovative curricula in adult education.

Department of Childhood Education

Grace G. Lilly, Chairman

The Department of Childhood Education offers undergraduate and graduate courses leading to degrees in early and late childhood education.

Through its programs of classroom instruction, direct experiences, and advising, the department prepares students for certification in the various curriculum areas and grade levels in elementary schools. In addition to meeting the minimal requirements for certification, the department maintains programs of instruction, research, and field services for the continuous improvement of curriculum development, educational materials, and methods of teaching.

A student preparing to teach in a special area (art, health and physical education, library science, and music) must complete Childhood Education 301, 302 or Secondary Education 304, 305; Psychology 301, 302, 303; methods course or courses in his field of concentration; and Childhood Education 404.

A student preparing to teach in the elementary school (K-3) or (4-9) must complete Childhood Education 200, 202, 301, 302, 303; Psychology 301, 302, 303; Counselor Education and Reading 310; Childhood Education 401 or 402, 403 and 405. In the area of specialization he must complete Art 201, 217; Physical Science 101-102-103; General Science 401; Biology 107;

Geography 101 and Geography 102 or 103; History 201, 202, 206; Health and Safety 101, 401; Educational Media 300, 304; Mathematics 104; Music 217, 301-302-303; Physical Education 353; Political Science 201; and an academic concentration (4-9) or academic spread (K-3). An elementary education (4-9) major (in consultation with his advisor) may choose an academic concentration from the following areas: art, English, foreign language (French or Spanish), mathematics, music, science, social studies. An early childhood education major (K-3) may choose an academic spread from among courses in English, foreign language (French or Spanish), mathematics, music, science, and social studies with not more than 6 quarter hours from one area for a total of at least 15 quarter hours.

A student preparing to teach in the elementary school (4-9) is required to take the Common Examination and the Elementary Education Examination of the National Teacher Examinations. A student preparing to teach in the kindergarten-primary school (K-3) is required to take the Common Examination and the Early Childhood Education Examination of the National Teacher Examinations.

The Department of Childhood Education offers graduate courses leading to master's and specialist's degrees in early and late childhood. The master's degree candidates selecting a nonthesis program must complete 54 quarter hours of graduate work. At least 18 of these hours must be in one subject matter field for the intermediate certificate and 9 of the 18 must be in one field for those majoring in the early childhood education area.

Those candidates working on the specialist's degree in early and late childhood must complete 45 quarter hours of graduate credit beyond the master's degree. This program will include 21 quarter hours in professional education, a minimum of 15 quarter hours in one or more subject matter fields for the early childhood certificate, and a minimum of 18 quarter hours in one field for the intermediate certificate. When two fields are involved (4-9 certificate) there should be approximately 27 quarter hours with about an equal amount in each field.

Courses of Instruction in Childhood Education

(For a description of the notation used in the following list of courses, see p. 80.)

200. Remedial Handwriting/(0).W;S.

For students who are not proficient in handwriting.

200. Orientation to Teaching/(3).F;W;S.

A sophomore practicum for prospective teachers in which the student spends

five or more hours a week serving as teacher's assistant in a school and attends a planned seminar on the campus once a week. Offered on a satisfactory-failure basis only.

**202. Art in Elementary School/
(3).F;W;S.**

A study of the theories and philosophies of art education in the elementary school. Prerequisite: Art 201. Lecture three hours.

248. Independent Study/(1-6).F;W;S;SS.

301. Public Education in the United States/(3).F;W;SS.

A study of the history of education in the United States and recent innovations in the schools.

302. Curriculum Design of the Elementary School/(3).F;W;S;SS.

A study of trends and design of the curriculum in a modern elementary school, unit construction, communicative skills, and social studies instruction.

**303. Elementary School Instruction/
(3-6).F;W;S.**

A junior practicum experience working with teachers and children in an elementary school. Five contact hours will be expected for 3 quarter hours credit and ten contact hours for 6 quarter hours credit. A seminar will be held once a week. Offered on a satisfactory-failure basis only.

**307. Music in the Elementary School/
(3).W.**

Materials and methods in the field of music teaching in the elementary school. Music in the integrated program; emphasis on the creative phases and the development of musicianship; observation of teaching procedures with children. Designated for music majors.

311. Social Studies in the Elementary School/(3).S.

The place of social studies in the elementary curriculum; objectives, instructional procedures, materials, and evaluation criteria.

312. Language Arts in the Elementary School/(3).W.

An understanding of the communication skills—listening, speaking, reading, writing, spelling; a comparison of current methods and materials; an analysis and correlation of basic difficulties and the correlation of language arts with other activities.

348. Independent Study/(1-6).F;W;S;SS.

349. Instructional Assistance in Childhood Education/(1-2).F;W;S;SS.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Grading will be on a satisfactory-unsatisfactory basis only. Prerequisite: Junior or senior standing.

**401. Reading on the Primary Levels/
(3).F;W;S;SS.**

Deals with the teaching of reading on the primary level. Prerequisites: CE 302 or 303; CR 310; Psychology 301 or 302.

402. Reading on the Intermediate Levels/(3).F;W;S;SS.

Deals with the teaching of reading on the intermediate grade level. Prerequisites: CE 302 or 303; CR 310; Psychology 301 or 302.

403. Mathematics in the Elementary School/(3).F;W;S.

A study of how children develop basic number concepts and learn to perform operations with natural numbers and fractions. Consideration of sequential learning experiences appropriate to each grade level. Prerequisites: CE 302 or 303; Psychology 301 or 302.

**404. Student Teaching Special Subjects/
(10-15).F;W;S;SS.**

Full time teaching experience under supervision for one quarter for students who plan to teach special subjects in grades 1-12. For students majoring in art, physical education and health, library science, music, special education. Summer session application by March 1.

**405. Student Teaching: Elementary
School/(10-15).F;W;S;SS.**

Full time teaching experience under supervision for one quarter for students who plan to teach in grades 1-8 of the elementary school. The student who wishes to take this course during a summer session must make application to the Director of Field Experiences by March 1.

**450. Science in the Elementary School/
(3).SS;Ex.**

(Same as General Science 450.)

**459. Nursery-Kindergarten Curriculum/
(3).F.**

Development and organization of the curriculum with emphasis placed on such areas as communicative skills, science, and social learnings.

**461. Nursery-Kindergarten Instruction/
(3).W.**

Selecting, planning, and utilizing the materials, methods, activities, and facilities for programs suited to the young child. Laboratory experiences required.

**462. Seminar in Early Childhood
Education/(3).F;W;S;SS.**

An examination of contemporary approaches to the understanding, assessment, and education of preschool children.

Graduate Courses

**513. Teaching the Language Arts/
(3).SS.**

The course deals with problems in oral and written communications in the elementary school.

**539. The Middle School Curriculum
(Grades 6-9)/(3).SS.**

A study of the design of an adequate and effective curriculum for early adolescents.

**546. Elementary School Curriculum/
(3).SS.**

A study of the elementary school curriculum in modern schools; recent trends in curriculum revision and organization.

548. Independent Study/(1-6).F;W;S;SS.

550. Master of Arts Thesis/(6).F;W;S.

565. Selected Topics/(3 or 6).F;W;S;SS.

Subject matter may vary from term to term depending on student interest and need. A student may enroll more than once in a selected topics course provided that the content does not duplicate that of the previous course. Limit of 6 hours credit.

613. Language Development/(3).F;SS.

The normative aspects of speech and language acquisition, application of linguistics and learning theory concepts; language and cognition.

**614. Independent Work in Elementary
Education/(3-6).F;W;S;SS.**

Study, analysis, and evaluation of schoolroom procedures used in a school or schools with a view to giving experiences in reconstructing educational programs of the elementary school.

**615. Advanced Seminar in Elementary
Education/(3-6).F;W;S;SS.**

Consideration of group and individual investigations in elementary education.

616. Field Study in Curriculum Problems/(3-6).F;W;S;SS.

This is to assist students in developing a conceptual framework based on general system theory for guiding, developing, and evaluating elementary school curriculum improvement.

631. Analysis of the Teaching Process/(3).S;SS.

Examination of the teacher-pupil and pupil-pupil interaction in the classroom through study of original relevant research in disciplines concerning human behavior and society. Special attention is given to the efforts of teacher approaches to children, the organization of curriculum materials, and the structure of the classroom society on the accomplishment of educational objectives.

636. A Survey of Research in Child Development and Its Implication for Teaching/(3).W;SS.

The physiological, sociological, and psychological bases of human behavior with emphasis upon research dealing with the normal school child in his environment.

646. Issues, Trends, and Problems in Elementary Education/(3).F;SS.

Analyses of current practices, problems, and trends in elementary education with emphasis in improved programs.

647. Continuous Progress and Nongraded Elementary Schools/(3).W;SS.

A study of materials, techniques, and processes of individualizing instruction in the elementary schools.

648. Independent Study/(3-6).F;W;S;SS.

Department of Counselor Education and Reading

Lester L. Van Gilder, Chairman

The Department of Counselor Education and Reading is responsible for organizing and providing instructional programs in counselor education, reading, and educational research. The department is responsible also for advisory and administrative functions essential to the effectiveness of the programs.

There are two programs in counselor education at the graduate level: one is designed to meet certification requirements and to prepare students primarily for work in elementary and secondary schools; the other program admits persons without an A certificate who prefer counseling in a community/junior college setting, employment and rehabilitation counseling, mental health center and pastoral counseling.

The reading program is designed to meet the requirements for a second academic concentration for education majors at the undergraduate level and for graduate certification on the master's level.

The department is also responsible for the coordination of the educational research course offered by the College of Education.

Courses of Instruction in Counselor Education and Reading
(For a description of the notation used in the following list of courses, see p. 80.)

100. Developmental Reading/(2).F;W;S.

This course is designed to afford immediate improvement of reading skills and study habits to enable freshmen to carry out the academic requirements of college.

248. Independent Study/(1-6).F;W;S;SS.

**310. Foundations of Reading/
(3).F;W;S;SS.**

This course deals with the nature of the reading process, knowledge and application of basic skills. Required of majors in elementary education. This course is prerequisite to CE 401 and CE 402.

348. Independent Study/(1-6).F;W;S;SS.

**349. Instructional Assistance in
Counselor Education and Reading/
(1-2).F;W;S;SS.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Grading will be on a satisfactory-unsatisfactory basis only. Prerequisite: Junior or senior standing.

365. Selected Topics/(1-3). On demand.

To meet the needs of special interest groups such as Associate of Arts graduates working as paraprofessionals wanting to learn specific areas and skills. May be interdisciplinary in content or methodology.

**456. Measurement and Assessment/
(3).F;W;S;SS.**

Basic course for elementary, secondary, and junior college teachers which stresses the construction and use of teacher-made tests.

460. Educational Statistics/(3).F;S;SS.

A study of the statistical procedures in education.

**463. Reading in the Content Areas/
(3).W;SS.**

For elementary and high school.

**464. Workshop in Teaching Reading/
(3).SS;Ex.**

465. Linguistics and Reading/(3).S;SS.

A special study of the specific areas of linguistics which relate to reading including the nature, structure, and development of language and how the individual can best be taught those essential elements of language as it relates to reading.

**472. Diagnostic and Remedial
Reading I/(3-6).F;W;S.**

For the classroom teacher. How to locate causes of reading difficulties and prescribe corrective procedures. Prerequisites: CE 401 or 402 or SE 462.

**473. Diagnostic and Remedial
Reading II/(3).F;W;S.**

Students are assigned to individual or small groups for diagnostic and remedial teaching. Prerequisite: CR 472.

**477. Psychological Bases of Reading/
(3).F;SS.**

This course is designed to pursue in depth the psychological basis of reading and the reading act, motivation and learning.

**478. Theory and Practice of Guidance/
(3).F;W;S;SS.**

An introductory study of public school guidance and counseling programs and practices, including purposes, philosophy, organization, and other important aspects of a guidance program.

**479. Group Methods and Processes/
(3).F;W;S;SS.**

A study of group dynamics, experimentation in groups, leadership roles, applicability to other settings.

**484. Human Relations and Interaction/
(3).F;W;S;SS.**

A course designed as an elective for prospective elementary and secondary teachers, business majors, media specialists, recreation leaders, and others, whose interests lie in applying the most constructive methods of human relations known. The course will include a review of mental health innovations, self concept research, the Carkhuff-Truax scales of growth facilitation, and other learning models, creativity, and psychodynamics of the teaching-learning process.

**487. Guidance Services in the
Elementary School/(3).F;SS.**

Designed primarily for those who are preparing to become counselors at the elementary school. Emphasis is given to philosophy, organization, maintenance, and use of records, variety and use of tests, play therapy concepts. consultation with teachers and/or parents.

**489. Reading and Communications/(3).
On demand.**

Graduate Courses

500. Research in Education/(3).F;W;S.

A study of the various types of research and the logical organization of research and reporting; required in first quarter for persons working for Master of Arts degree in any area in education, industrial arts, library science. This course must be taken during the first quarter of graduate work except for majors in counselor education who must have CR 460 and CR 514 as prerequisites.

**508. Clinical Problems in Reading/
(3-6).W;SS.**

Deals with clinical techniques used in the diagnosing and treatment of reading problems. Prerequisite: CR 472, majors.

511. Investigations in Reading/(3).F;SS.

Investigations are made of the literature and research dealing with the teaching of reading.

**514. Psychological and Educational
Testing/(3).F;W;S;SS.**

A study of the rationale which underlies group testing with emphasis upon the Standards for Educational and Psychological Tests and Manuals. Prerequisite: CR 460 or permission of the instructor. (Same as Psychology 514.)

**520. Occupational and Educational
Information/(3).F;S;SS.**

Designed to acquaint teachers and counselors with sources and uses of vocational and educational information.

**522. Counseling Theory and Techniques/
(3).W;S;SS.**

Designed primarily for students certifying in guidance and counseling. Emphasis on theory and practice. Prerequisites: CR 478, Psychology 450.

**523. Organization and Administration of
Guidance Services/(3). On demand.**

Primarily designed for those who desire to study the methods of introducing and establishing a school guidance program.

524. Seminar in Guidance/(3).F;W;SS.

Each individual will select some phase of guidance work, according to his special interests, for research and study. Prerequisite: Approval of instructor.

**527. Marital Counseling and
Enrichment/(3).W;SS.**

An emphasis upon the family as a unit of society which communicates, interacts, and experiences conflicts. A study

of most recent theory, research, and practice of effective types of family communication, interaction, and resolutions to conflict. Prerequisite: CR 522.

538. Supervised Practicum in Counseling/(3-6).F;W;S;SS.

Practice in the application of counseling techniques. Available primarily for Appalachian State University counseling degree candidates. Credit and setting to be decided upon in consultation with practicum supervisor. Prerequisite: Approval of advisor. Six quarter hours—two separate quarters—are required by Appalachian State University for the certification program. Three quarter hours for noncertificate program.

541. Student Personnel Services/(3).W;SS.

This course is designed for students interested in preparing themselves for college work in a noninstructional capacity. Emphasis is given to philosophy, organization, staffing, and services which comprise adequate student personnel programs: orientation, records, counseling, testing, health, recreation, housing, and placement.

548. Independent Study/(1-6).F;W;S;SS.

550. Master of Arts Thesis/(6).F;W;S;SS.

551. Field Experience in Teaching Reading/(3 to 9).F;W;S;SS.

Students register only by permission.

557. Reading Curriculum: Organization and Supervision for Reading Majors/(3). On demand; SS.

Students in this course will study reading curriculum designs and design a "curriculum" in reading and study ways and means of implementing and supervising reading programs. Prerequisite: Must have 24 hours in reading or permission of advisor in reading.

558. Teaching of Reading/(3).S;SS.

A study of current practices, materials, and philosophy of teaching reading on all levels.

559. Advanced Course in Methods and Materials in Reading/(3). On demand; SS.

Students will learn techniques of designing, making, and utilizing instructional materials for specific teaching purposes and methods. Prerequisite: 18 hours in reading and/or permission of graduate advisor in reading.

561. Evaluation and Assessment in Reading/(3).SS.

A study and evaluation of select curricula and programs in reading and the planning of a total school reading program. Open only to students specializing in reading or by permission.

565. Selected Topics/(3 or 6).F;W;S;SS.

Subject matter may vary from term to term depending on student interest and need. A student may enroll more than once in a selected topics course provided that the content does not duplicate that of the previous course. Limit of 6 hours credit.

567. Current Literature in Reading/(3). On demand; SS.

This course will involve both intensive and extensive reading of current periodicals and journals dealing with materials, methods, and theory of current trends and practices in reading. Prerequisites: 18 hours in reading, teaching experience, approval of reading advisor.

568. Research Problems in Reading/(3).F;SS.

In this course students will do research on critical areas of reading. Prerequisite: Open only to reading majors who have 18 hours in reading.

571. Seminar in Reading/(3).S.

This graduate seminar will meet regularly throughout the academic year. The student may enroll during any quarter with permission from his advisor. Credit will be awarded when he has participated for three quarters. Required of all reading majors.

580. Internship in Student Personnel/(3).F;W;S.

Open only to majors in counselor education with prior written permission from the Director of Counselor Education. On-the-job experience will be emphasized, exposing each enrollee to at least two different student personnel services. On occasion, the course may be repeated for 3 additional hours credit when student is assigned to a new work location. Prerequisite: CR 541.

587. Statistical Applications in Education/(3).W;SS.

Statistical methods and analysis as applied to education. A study of measures of reliability, variability, correlation, central tendency, and problems of sampling.

600. Seminar in Research Design/(3-6).S.

The application of research techniques in the investigation of educational problems. This course is of particular value in the definition and design of the research required for advanced graduate degrees.

610. Clinical Practicum III, Interdisciplinary/(3-9). On demand.

A practicum in which the student works in an interdisciplinary situation and approach to solving severe (clinical) reading problems.

648. Independent Study/(3-6).F;W;S;SS.

661. Problems in Organization and Supervision in Reading/(3). On demand.

A study of problems in organization and supervision of reading; their causes and some probable solutions.

670. Individual Behavior/(3).F;SS.

A survey of the literature pertaining to the perceptual approach to the study of the individual's behavior. Efforts will be made to show the applications of this approach to education and counseling.

671. Human Sexuality/(3).F;S;SS.

Classical and contemporary theories of sexual identity and behavior, family planning, reproduction, emotionality, intimacy, and values are studied. Special attention is given to the work of Kinsey, Hooker, and Masters and Johnson.

672. Advanced Group Methods and Processes/W;S;SS.

An intensive concentration of the theoretical writings and research findings relevant to various kinds of group processes. Particular attention will be given to the applicability of these processes to the promotion of democratic procedures, of the development of individuality and leadership qualities via meaningful group interaction.

673. Advanced Seminar in Reading/(3-6). On demand.

A seminar built around reading-related experiences the student faced in his field work as well as other current reading-related topics.

679. Practicum in Group Methods and Processes/(3).S;SS.

Actual practice under supervision in group member and group leadership participation.

Department of Educational Media

Ila T. Justice, Acting Chairman

The Department of Educational Media offers programs of study at the undergraduate and graduate levels which serve the needs of students to become media specialists for professional service in school library/media centers and community college learning resource centers and specialists in audiovisual technology in other agencies.

An undergraduate major is offered in library science leading to the Bachelor of Science degree and certification as a school librarian. The major is comprised of Educational Media 301, 302, 305, 306, 307, 451 or 452 or 453, 454 or 456, 466, 470, 473, 475; Childhood Education 301 and 302 or Secondary Education 304 and 305; Childhood Education 404; Psychology 301, 302, 303; and 12 hours of electives.

The undergraduate might choose to follow a liberal arts major and take preprofessional courses in library science which will prepare him for entrance in graduate programs of library and information science. For such a student a minor in library science leading to the Bachelor of Arts degree is available. This minor must include Educational Media 301, 302, 305, and electives selected in consultation with a departmental advisor.

Graduate programs leading to the Master of Arts and the Specialist in Education degrees are described in the Graduate School section of this catalog. A student desiring to pursue one of these programs should consult with the Chairman and/or faculty advisor.

Courses of Instruction in Educational Media

(For a description of the notation used in the following list of courses, see p. 80.)

248. Independent Study/(1-6).F;W;S;SS.

300. Library Resources for Elementary Majors/(3).F;W;S.

Aids and sources of information concerning books and materials; basic factors and problems in selection; the use of books and libraries as resources for teaching materials. Not open to library science majors.

301. Introduction to Librarianship/(3).F;SS.

Historical background of the library profession; objectives and functions of the modern library; library standards; survey of professional literature.

302. Reference Sources and Services/(3).W;SS.

Evaluation and use of basic reference materials; citation and bibliographic

form; techniques and procedures in reference work.

304. Children's Literature/(3).F;W;S.

Developing a background in the history of children's literature, evaluating modern writers and illustrators of children's books, and studying the various phases of literature which should be presented to elementary children. Not open to library science majors.

305. Selection of Library Media/(3).F;SS.

Basic factors, problems, and selection aids in the selection of resources of all formats including criteria for selection.

306. Resources for High School Media Centers/(3).S;SS.

Media in relation to adolescent needs and interest and the high school curriculum. Prerequisite: EM 305.

307. Resources for Elementary School Media Centers/(3).W;SS.

Media in relation to children's needs and interests and the elementary curriculum. Prerequisite: EM 305.

348. Independent Study/(1-6).F;W;S;SS.

349. Instructional Assistance in Educational Media/(1-2).F;W;S;SS.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Grading will be on a satisfactory-unsatisfactory basis only. Prerequisite: Junior or senior standing.

451. Literature of the Humanities/(3).F;SS.

A survey of special reference works, bibliographies, and landmark books in the areas of literature and the arts.

452. Literature of the Social Sciences and the Fine Arts/(3).W;SS.

A survey of special reference works, bibliographies, and landmark books in

the areas of biography, history, travel, and the social sciences.

453. Literature of Science and Technology/(3).W;SS.

A survey of special reference works, bibliographies, and landmark books in the pure and applied sciences.

454. Literature for Young Adults/(3).W;S;SS.

Discussion and evaluation of contemporary literature, both adolescent and adult, available for young adults. Emphasis on fiction, drama, poetry, and essays.

455. Interpreting Books to Readers (3).F;S.

Storytelling, annotations, book reviewing, the book talk, radio, television, story recordings, reading aloud, book discussions.

456. Critical History of Children's Literature/(3).F;SS.

A survey of the origins and development of literature for children in England and America from Anglo-Saxon times to the present. Critical analysis of what has endured and why.

457. Library Workshop/(3-9).SS.

466. Instructional Materials/(3).F;W;S;SS.

Considers the process of using a wide variety of teaching and learning resources in improving instruction. Emphasizes the location, selection, and evaluation of materials; the role of instructional materials in teaching and learning; preparation and administration of instructional materials.

467. Correlating Curriculum and the Media Center/(3).F;SS.

Planned to help the classroom teacher understand better the function and use of the school media center as a means of vitalizing teaching. Not open to library science majors.

**470. Organization and Administration
of the School Media Center/
(6).F;W;S;SS.**

Acquisition, processing, circulation of media; personnel; records and reports; attendance and scheduling; quarters and equipment; professional relationships, evaluation of services. Laboratory work required.

**473. Cataloging and Classification for
Media Centers/(3).F;W;SS.**

Study of the principles of cataloging and classification of learning resources. Preparation of a practice file and manual.

474. Photography/(3).W;SS.

Basic theory, principles and techniques of black and white, and color picture photography.

**475. Audiovisual Instruction/
(3).F;W;S;SS.**

An introductory study of a variety of major audiovisual media which encompasses the selection and practical classroom application of materials; laboratory experience in the operation of equipment; and the production of basic visual materials.

476. Cinematography/(3).S;SS.

Basic theory, principles, and techniques of motion picture photography.

**477. Children's Literature Workshop/
(3).SS.**

Graduate Courses

**500. Research Methods in Librarianship/
(3). On demand.**

A survey of scientific methods of research with application to specific problems in librarianship.

**502. Administration and Supervision of
School Media Center Systems/(3).
On demand.**

Designed for the experienced school librarian in preparation for super-

visory positions in large units of school media service. Involves a critical study and analysis of problems in organization and administration of city, county, and state school media systems.

**503. Reading Interests and Guidance/
(3).S;SS.**

Implications of research in reading interests of children and young people. Methods and materials for guidance in their use. Open to nonmajors.

**504. Advanced Reference and
Bibliography/(3).W;SS.**

Special reference problems, methods and materials for the large school media center and the two-year college learning resource center. Includes cooperative aspects of media service, the development of national and international bibliography, and the implications of automation in libraries.

**505. Advanced Cataloging and
Classification/(3).S;SS.**

Specialized cataloging and classification problems and processes. An analysis of Library of Congress Classification.

**506. Libraries: Past and Present/
(3).F;SS.**

The development of the library as a cultural institution in ancient, medieval, and modern times.

**507. Communications, Books and
Printing/(3).S;SS.**

The development of books and other records from ancient times to the present. Includes the history of writing materials, the alphabet, manuscripts, printing, illustrating, and modern book production.

**508. Contemporary Libraries and
Communities/(3).F;SS.**

Service goals of school, public, academic, and special libraries with emphasis on the communities they represent. Surveys, networks, public relations, and cooperative planning.

510. Administration and Organization of the Two-Year College Learning Resource Center/(3).F;SS.

Professional management of personnel, budgeting, programs, facilities, and collections. Leadership factors in developing dynamic services.

**511. Government Publications/(3).
On demand.**

The nature and scope of United States government publications, with some attention given also to state, municipal, foreign, and international publications. Problems in their acquisition, organization, and use.

512. Use of Materials with Students and Teachers/(3).F;SS.

Materials and methods for more effective use of library resources in various curriculum areas in the school.

513. Problems and Trends in Libraries/(3).S;SS.

An advanced course to consider recent developments in curriculum, teaching techniques, physical facilities, and innovations in library service that affect the library.

514. Film Guidance and Interpretation for Teachers and Librarians/(3).W;SS.

The study of films as an art form as it applies to the responsibilities of teachers and media specialists in selecting and teaching appreciation of them.

515. Critical Analysis of Contemporary Children's Literature/(3).S;SS.

An in-depth study of selected works representative of the literary genres of children's literature published since 1950.

528. Production and Care of Audiovisual Materials/(3).F;SS.

Includes design and use of graphic and photographic production techniques. Prerequisite: EM 475.

532. Use and Care of Machines and Equipment/(3).W;SS.

A study of operating techniques of projection and audio devices, cameras, electronic laboratories, teaching machines; preventive maintenance and minor repairs. Prerequisite: EM 475.

536. Programmed Instruction/(3).S;SS.

An introductory course in the design, preparation, and validation of programs for instruction; provides laboratory experiences in programmed learning.

537. Organization and Administration of and Audiovisual Program/(3).S;SS.

Selection and evaluation of materials and equipment, including an analysis of the adequacy and effectiveness of audiovisual programs in school and college systems. Prerequisite: EM 475.

540. Seminar/(3-9).F;W;S.

541. Information Science and Computer Applications in Media Centers/(3).S;SS.

Fundamental concepts of computer approaches to media functions in acquisitions, inventory control, statistics, and management analysis. Data banks and information systems, facsimile transmission, microform technologies.

545. Practicum/(3).F;W;S;SS.

547. Library Science Institute/(9).SS.

548. Independent Study/(1-6).F;W;S;SS.

**550. Master of Arts Thesis/(6).
F;W;S;SS.**

554. Television in Instruction/(3).W;SS.

Techniques of using television as a teaching device. Covers production and utilization with emphasis on the use of portable videotape recorder. Survey of programming available to schools from all sources.

555. Seminar in Problems in Audiovisual Instruction/(3).S;SS.
For audiovisual majors only.

556. Practicum in Audiovisual Programs/(3).F;W;S;SS.
Prerequisite: Completion of all other audiovisual courses and approval of instructor.

564. Advanced Production of Audiovisual Materials/(3).W;SS.
Continuation of 528 in breadth and depth. Emphasis on project productions for mass distribution. Prerequisite: EM 475 and 528.

565. Selected Topics/(3 or 6).F;W;S;SS.
Subject matter may vary from term to term depending on student interest and need. A student may enroll more than once in a selected topics course provided that the content does not duplicate that of the previous course. Limit of 6 hours credit.

582. Organization and Administration of Learning Laboratories/(3). On demand.
This course is designed to acquaint teachers and administrators with the unique nature of learning laboratories. Particular emphasis will be given to organization and administration of learning laboratories and programmed materials centers in community colleges.

592. Communications Theory and Media/(3).F;SS.
Examination of communication models and learning theory in the communication and learning processes. Special emphasis on the influences of educational communications in instructional leadership situations.

593. Instructional Graphics/(3).W;SS.
Basic design principles and concepts as they apply to selection, preparation, and evaluation of graphic material. Course includes laboratory experience in layout, mechanical lettering, coloring, transparency production, and graphic duplicating processes.

594. Theory and Design of Instructional Graphics for Visual Literacy/(3).S;SS.
Perception and learning theory as they relate to message design; basic design principles, laboratory experiences in high contrast photography and picture editing.

604. Readings and Research in Children's Literature/(3).S;SS.
An in-depth study of literature for children, kindergarten through grade eight. Review of research studies relating to interests at different ages, discussion of types and use of various literature, folklore, modern fairy tales, myths and legends, realistic stories, biographies, and poetry to meet the needs of the individual child.

648. Independent Study/(3-6).F;W;S;SS.

655. Advanced Seminar in Educational Communications/(3).S;SS.
Individual and group study of selected problems. Prerequisite: Basic courses in the field. For educational media majors only.

656. Instructional Systems Design/(3).W;SS.
Theory and design of instructional systems. Includes cybernetics, noncomputerized program development, task analysis, behavioral objectives. Designing and arranging the learning environment. For educational media majors.

Department of Secondary Education

N. Andrew Miller, Chairman

The Department of Secondary Education offers undergraduate and graduate courses leading to certification in the various fields of instruction in the secondary school. In addition to meeting the minimal requirements for certification, the department maintains programs of instruction, research, and field services for the continuous improvement of curriculum development, educational materials, and methods of teaching.

A student preparing to teach in the secondary school must complete Secondary Education 304, 305; Psychology 301, 302, 303; one methods course in his field of concentration; and Secondary Education 407. No student will be allowed to enroll for Secondary Education 404 or Secondary Education 407 until all of the professional sequence has been completed. Each student planning to teach in the secondary school should take Secondary Education 200, Orientation to Teaching, during the sophomore year. This will enable a student to decide early on a career in teacher preparation.

A student preparing to teach in a special area (art, health and physical education, library science, and music) must complete Childhood Education 301, 302 or Secondary Education 304, 305; Psychology 301, 302, 303; methods course or courses in his field of concentration; and Secondary Education 404.

Students must pass proficiency tests in speech, reading, and English before being scheduled for student teaching. Also students must demonstrate specified competencies before doing student teaching.

Courses of Instruction in Secondary Education

(For a description of the notation used in the following list of courses, see p. 80.)

200. Orientation to Teaching/ (1-3).F;W;S.

A laboratory experience for sophomores in public schools. Students spend 20 hours each quarter as teacher aides. One quarter is spent in K-3, one in 4-8, and one in 9-12. One hour of credit is earned each quarter on a satisfactory-failure basis. Elective course for all prospective secondary education majors.

248. Independent Study/(1-6).F;W;S;SS.

304. Public Education in the United States/(3).F;W;S.

For secondary education majors. The origin and development of public education as a social institution. State and local school organization, administration, and financial support.

305. Principles of Secondary Education/ (3).F;W;S.

For secondary education majors. Problems and issues in curriculum develop-

ment. The roles and immediate tasks of the high school teacher. Planning instructional activities.

308. Music in the High School/(3).S.

A study of the organization and direction of the music program in the secondary school. Materials for the adolescent voice, elementary theory, music appreciation, operettas, and program building are surveyed. Designated for music majors.

309. Piano Pedagogy/(3).W.

The teaching of piano with a study of various approaches in private and class methods; problems of setting up and operating a studio.

348. Independent Study/(1-6).F;W;S;SS.

349. Instructional Assistant in Secondary Education/(1-2).F;W;S;SS.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Grading will be on a satisfactory-unsatisfactory basis only. Prerequisite: Junior or senior standing.

401. Methods and Materials in Health Education/(3).F;W;S;SS.

The theory and practice of planning various health education programs. Prerequisite: Health and Safety 101 or equivalent. (Same as Health and Safety 401.)

404. Student Teaching Special Subjects/(5-15).F;W;S;SS.

Full-time teaching experience under supervision for one quarter or part-time teaching experience under supervision for one year for students who plan to teach special subjects in grades 1-12. For students majoring in art, physical education and health, library science, music, special education. Summer session application by March 1.

407. Student Teaching: High School/(5-15).F;W;S;SS.

Full-time teaching experience under supervision for one quarter or part-time teaching experience under supervision for one year for adults, who plan to teach secondary school subjects in grades 9-12. The student who wishes to take this course during a summer session must make application to the Director of Field Experiences by March 1.

408. Teaching High School Mathematics/(3).F;W;S.

Students will have 30 hours of teamed experiences in public school classrooms and from 10-15 hours of seminars. Prerequisites: SE 305 and Psychology 302.

409. Teaching High School Science/(3).F;W;S.

Students will have 30 hours of teamed experiences in public school classrooms and from 10-15 hours of seminars. Prerequisites: SE 305 and Psychology 302.

410. Teaching High School Social Studies/(3).F;W;S.

Students will have 30 hours of teamed experiences in public school classrooms and from 10-15 hours of seminars. Prerequisites: SE 305 and Psychology 302.

411. Teaching High School English/(3).F;W;S.

Students will have 30 hours of teamed experiences in public school classrooms and from 10-15 hours of seminars. Prerequisites: SE 305 and Psychology 302.

412. Teaching Foreign Languages/(3).S.

Students will have 30 hours of teamed experiences in public school classrooms and from 10-15 hours of seminars. Prerequisites: SE 305 and Psychology 302.

413. Teaching Home Economics/(3).F;W;S.

Students will have 30 hours of teamed experiences in public school classrooms

and from 10-15 hours of seminars. Prerequisites: SE 305 and Psychology 302.

414. Teaching Physical Education/

(3).F;W;S.

Students will have 30 hours of teamed experiences in public school classrooms and from 10-15 hours of seminars. Prerequisites: SE 305 and Psychology 302.

415. Art in the Secondary School/(3).F.

Exploration into the functional use of a variety of art materials, techniques, curriculum construction considering the level of the student's creative development in relation to his needs, interests, maturity; the philosophy and psychology of art education. Prerequisites: SE 305 and Psychology 302.

416. Teaching Industrial Arts/(3).F;S.

The philosophy, organization, and methods needed to teach industrial arts and technical education courses on the junior-senior high school level. Techniques involved in laboratory activities, records, bookkeeping, budgets and financing, the study of approaches to adult education, school and community relations, extracurricular responsibilities, teaching aids and devices, and evaluation of grading and testing. Prerequisites: SE 305 and Psychology 302.

417. Teaching Business Education/

(3).F;W;S.

Students will have 30 hours of teamed experiences in public school classrooms and from 10-15 hours of seminars. Prerequisites: SE 305 and Psychology 302.

418. Teaching Speech/(3).S.

A comprehensive survey of the systems approach to secondary speech and drama; materials and methods in secondary speech and drama classroom teaching; co-curricular program development and supervision of forensics, dramatics, and radio-TV. Prerequisites: SE 305 and Psychology 302.

419. Instrumental Methods and Materials/(2).S.

A comprehensive survey of the materials and methods in instrumental class teaching. Prerequisites: CE 302 or SE 305; Psychology 302.

420. Choral Methods and Materials/(2).S.

A comprehensive survey of the materials and methods in choral teaching. Prerequisites: CE 302 or SE 305; Psychology 302.

453. Art Education Workshop/

(3).SS;Ex.

An intensive two-week course devoted to art instruction in grades one through twelve, including the correlation of art with teaching at all levels. Art materials and supplies for grade levels are examined. Each student pays for materials used, and all articles made by him become his property. Lecture one hour, laboratory five hours. (Same as Art 453.)

462. Reading on High School and Advanced Levels/(3).F;W;S;SS.

Reading problems encountered on the high school level; reading in the content areas of the curriculum; the total school responsibility in reading improvement. Opportunities for practical application provided.

Graduate Courses

510. Co-curricular Activities/(3).F;SS.

A study of co-curricular activities which modern schools are expected to carry out as a part of their educational program.

515. Organizing and Planning Student Teaching/(3).F;SS.

A study of the origin and development of student teaching, including present status and trends, experiences prior to student teaching, selection of schools and supervising teachers, selection and placement of student teachers.

**516. Supervision of Student Teaching/
(3).S;SS.**

A study of general techniques of a supervising teacher, including observation, guiding student teachers in planning, orientation of student teachers, student teacher participation, and evaluation. Available as a workshop by invitation.

**529. Organization and Supervision of
School Music/(3).W;SS.**

The responsibilities of the music supervisor in relation to the classroom teacher, the music teacher, and the school administration. (Same as Music 529.)

548. Independent Study/(1-6).F;W;S;SS.

550. Master of Arts Thesis/(6).F;W;S.

**562. Secondary School Curriculum/
(3).SS.**

A study of the modern secondary school curriculum; development, recent trends, and organization; including the philosophy and psychology upon which these practices are based.

565. Selected Topics/(3 or 6).F;W;S;SS.

Subject matter may vary from term to term depending on student interest and need. A student may enroll more than once in a selected topics course provided that the content does not duplicate that of the previous course. Limit of 6 hours credit.

**576. Internship for Supervising
Teachers/(3).F;W;S.**

A program designed for regularly employed public school teachers in which experiences will be provided to enable a supervising teacher to do a better job of supervising the work of a student teacher.

**580. History of American Education/
(3).S;SS.**

A study of the historical development of education in the United States. Special emphasis is given to educational concepts and practices as they relate to political, social, and cultural developments in the growth of a system of public education.



The College of Fine and Applied Arts

Nicholas Erneston, Dean

In cooperation with other colleges of the university, the College of Fine and Applied Arts strives :

To provide for varied interests, desires, needs, and abilities of students.

To provide a liberal education for all Appalachian students.

To expand cultural horizons and develop appreciation of ethical and aesthetic values.

To prepare students for certain professions.

To prepare students for entrance into certain professional schools.

To provide sound foundations for students capable and desirous of advanced study.

Departments

The College of Fine and Applied Arts consists of the following seven departments :

Art	Industrial Arts and Technical Education
Health, Physical Education and Recreation	Military Science
Home Economics	Music
	Speech

Degrees Offered

The College of Fine and Applied Arts offers the Bachelor of Arts, the Bachelor of Science, and the Bachelor of Music degrees. In cooperation with the College of Education it offers the Bachelor of Science degree with teacher certification in art, health and physical education, home economics education, industrial arts, music (Bachelor of Music in Music Education), speech, and speech correction (speech and hearing).

To be admitted to the College of Fine and Applied Arts as a candidate for a baccalaureate degree a student must have:

1. Completed at least 90 quarter hours.
2. A quality-point ratio of at least 2.00, which must be maintained.
3. Completed English 100, 110, 120.
4. Been accepted by a department in the college as a major in that department.

A student who is a candidate for a teaching certificate must be admitted to the teacher education program by the chairman of the Department of Secondary Education.

Bachelor of Arts Degree

In order for a student to earn the Bachelor of Arts degree in the College of Fine and Applied Arts, the following requirements must be met:

1. Completion of at least 183 quarter hours with a grade-point average of at least 2.00. A transfer student must have at least a 2.00 grade-point average on all work at Appalachian.
2. Completion of general education requirements.
3. Completion of 9 quarter hours of a second year of foreign language or more. The Department of Foreign Languages places students at the level at which they are prepared to perform regardless of previously earned units.
4. Completion of a major consisting of 46 to 60 quarter hours from one of the fields listed below:

Art Music Speech

A student must have at least a 2.00 grade-point average on all work in the major. A transfer student must complete at least 12 quarter hours of work in his major at Appalachian and must have at least a 2.00 grade-point average on all work in the major at Appalachian. Specific requirements for each departmental major preface the list of courses offered by the department.

5. Completion of a minor consisting of 18 to 27 quarter hours from a department other than the Departments of Administration, Supervision and Higher Education, Childhood Education, Counselor Education and Reading, and Secondary Education. A transfer student must complete at least 6 quarter hours in his minor at Appalachian. The choice of a minor should be made under the guidance of the student's advisor in

his major field of study. Specific requirements for each departmental minor preface the list of courses offered by the department.

6. Completion of electives to total 183 quarter hours.
7. Completion of residence requirements.
8. Compliance with regulations concerning satisfactory citizenship and the settlement of all expense accounts.
9. Recommendation of the faculty.

Meeting graduation requirements is the student's responsibility.

A candidate for the Bachelor of Arts degree may qualify for a teacher's certificate by admission to professional education courses through the chairman of the Department of Secondary Education and by completing all academic and professional education requirements for certification.

Bachelor of Science Degree (without teacher certification) B.S. "a"

In order for a student to earn the Bachelor of Science degree in the College of Fine and Applied Arts, the following requirements must be met:

1. Completion of at least 183 quarter hours with a grade-point average of at least 2.00. A transfer student must have at least a 2.00 grade-point average on all work at Appalachian.
2. Completion of the general education requirements.
3. Completion of a major of 54 to 94 quarter hours selected from one of the fields listed below:

Health and Physical Education	Industrial Arts
Home Economics in Business	

A student must have at least a 2.00 grade-point average on all work in the major. A transfer student must complete at least 12 quarter hours of work in his major at Appalachian and must have at least a 2.00 grade-point average on all work in the major at Appalachian. Specific requirements for each departmental major preface the list of courses offered by the department.

4. Completion of a minor consisting of 18 to 27 quarter hours from a department other than the Departments of Administration, Supervision and Higher Education, Childhood Education, Counselor Education and Reading, and Secondary Education. A transfer student must complete at least 6 quarter hours in his minor at Appalachian. The choice of a minor should be made under the guidance of the student's advisor in

his field of study. Specific requirements for each departmental minor preface the list of courses offered by the department.

5. Completion of electives to total 183 quarter hours.
6. Completion of residence requirements.
7. Compliance with regulations concerning satisfactory citizenship and the settlement of all expense accounts.
8. Recommendation of the faculty.

Meeting graduation requirements is the student's responsibility.

Bachelor of Science (with teacher certification) B.S. "b"

For the requirements for the Bachelor of Science degree with teacher certification (B.S. "b") see page 170, College of Education.

Bachelor of Music

In order for a student to earn the Bachelor of Music degree in the College of Fine and Applied Arts, the following requirements must be met:

1. Completion of at least 183 quarter hours with a grade-point average of at least 2.00. A transfer student must have at least a 2.00 grade-point average on all work at Appalachian.
2. Completion of general education requirements.
3. Completion of a major of a minimum of 110 quarter hours in music (83-84 quarter hours for music education majors) in the following fields:

Performance

Sacred Music

Music Education

Music Merchandising

4. A student must have at least a 2.00 grade-point average on all work in the major. A transfer student must complete at least 12 quarter hours of work in his major at Appalachian and must have at least a 2.00 grade-point average on all work in the major at Appalachian. Specific requirements for each departmental major preface the list of courses offered by the department.
5. Completion of a minor of 38 quarter hours in education (Music Education majors only). A transfer student must complete at least 6 quarter hours in his minor at Appalachian.
6. Completion of electives to total 183 quarter hours.

7. Completion of residence requirements.
8. Compliance with regulations concerning satisfactory citizenship and the settlement of all expense accounts.
9. Recommendation of the faculty.

For the specific requirements for the Bachelor of Music degree programs, consult the section dealing with degree programs, pages 238-243, in the section of this catalog which discusses the Department of Music.

Courses of Instruction

Courses are listed in numerical order by departments which are listed in alphabetical order. Courses numbered 100 to 199 inclusive are normally offered for freshmen; 200 to 299 for sophomores; 300 to 399 for juniors; 400 to 499 for seniors; 500 to 599 for graduate students with the approval of advisor; and 600 and above for graduate students. Courses open to lower classes are also open to upper classes.

The figure in brackets preceding a course title indicates the course number used in the 1973-74 catalog.

The figure in parentheses after the course title gives the credit in quarter hours; for example, the figure (3) means three quarter hours.

Quarters of the year in which the course is offered are represented by symbols: F for fall quarter, W for winter quarter, S for spring quarter, SS for summer session, Ex for extension.

A hyphen in the course number, credit, and quarters of the year in which the course is offered indicates that the course extends through two or more quarters and that the preceding quarter must be completed before the following quarter can be taken.

The comma in the course number, credit, and quarters indicates that the course is continuous but that one quarter may be taken independently of another.

The semicolon in the quarters offered indicates that the course is a one quarter course and is repeated in a subsequent quarter.

Special requirements for admission to a course are stated after the word *prerequisite*.

The administration reserves the right to withdraw any course for which there is insufficient enrollment.

Department of Art

Lawrence F. Edwards, Chairman

The objectives of the Department of Art are twofold. One objective is to provide the best preparation and training of teachers of art for the public schools. The second objective is to provide the best professional training in order that the art student, whether he plans to teach or not, may make a creative contribution to the visual arts of our culture.

In addition, the general community will have the opportunity to increase its knowledge and appreciation of art through service courses and the major professional exhibitions of art sponsored by the Department of Art.

A major in art leading to the Bachelor of Science degree and teacher certification consists of 63 quarter hours, including Art 101, 104, 200, 203, 205, 208, 211, 213, 255, 301, 302; 3 quarter hours from Art 303 or 304 or 306; Art 413, 414, 425, 450; and a minimum of 12 additional quarter hours from one of the following areas of specialization: Art 209, 210, 307, 308; or Art 313, 314, 409, 411; or Art 311, 312, 408, 412; or Art 355, 400 and Industrial Arts 205. The art major must also take 3 quarter hours of an art elective. The art major must also take Childhood Education 202, Secondary Education 415, and Educational Media 475.

A major in art leading to the Bachelor of Arts degree consists of 60 quarter hours including Art 101, 104, 203, 205, 208, 211, 213, 301, 302, 303, 304, 306, 413, 414, 451; a minimum of 12 additional quarter hours from one of the following areas of specialization: Art 209, 210, 307, and 308; or Art 313, 314, 409, and 411; Art 311, 312, 408, and 412; or Art 200, 255, 355, and 400. The art major must also take 3 quarter hours of an art elective. A minor in art consists of 24 quarter hours, including Art 101, 104, 208, 211, 213; 3 quarter hours from Art 301 or 302 or 303 or 304 or 306; and 6 quarter hours of art electives.

A concentration in art consists of 18 quarter hours including Art 101, 104, 425; 3 quarter hours from Art 303 or 304 or 306; 6 quarter hours from any of the following areas, Art 208 and Art 209, or Art 211 and Art 311, or Art 313 and Art 314, or Art 203 and Art 413, or Art 301 and Art 302, or Art 200 and Art 400, or Art 255 and Art 355.

An academic concentration in art leading to the Master of Arts degree for elementary school teachers consists of 24 quarter hours including Art 525, 550, 560; 3 quarter hours from any 500 level art history; 3 quarter hours from any 500 level studio course; and 9 additional quarter hours in electives from studio and/or art history on the 500 level.

A 12 hour academic minor in art leading to the Master of Arts degree for elementary school teachers consists of 12 quarter hours including Art 525, 560; 3 quarter hours of graduate level studio course selected from the areas of painting or graphics or sculpture or constructive design; 3 quarter hours in graduate level art history.

Additional professional requirements for the Master of Arts degree for elementary school teachers are listed in the Graduate School section of this catalog.

Art 201, 453, 456 and 459 are not approved for completing requirements for an art major, minor, or concentration.

Courses of Instruction in Art

(For a description of the notation used in the following list of courses, see p. 80.)

101. Beginning Drawing and Composition/(3).F;W;S.

The basic skills and drawing in black and white media are accented. Drawings are made from the figure, landscape, and still life. Drawings by great artists are studied. Lecture one hour, laboratory five hours.

104. Beginning Design/(3).F;W;S.

Introduction to basic modes of the structuring of visual form in two dimensions. Analysis and applications. Lecture one hour, laboratory five hours.

200. Constructive Design in Fabric/(3).F;W;S.

Constructive design in fabric crafts with emphasis on creative problem-solving, craftsmanship, and techniques with various fibers through weaving, batik dyeing, printing, and other processes. Prerequisites: Art 101, 104. Lecture one hour, laboratory five hours.

201. Fundamentals of Art/(3).F;W;S.

Personal experience in working with varied art media, stressing concept-learning skills and critical evaluation for the elementary education major. Not open to art majors. Lecture one hour, laboratory five hours.

203. Intermediate Drawing and Composition/(3).F;W;S.

Extensive use of all drawing media. Experimental approaches encouraged. Analytical study of masterpieces of drawing. Prerequisite: Art 101. Lecture one hour, laboratory five hours.

205. Intermediate Design/(3).F;W;S.

Theories and concepts in structuring three-dimensional forms. Basic applications through forming, modeling, constructing, carving, and casting processes in a variety of materials (wood, simulated stone, plastic, and metal). Prerequisite: Art 101. Lecture one hour, laboratory five hours.

208-209-210. Painting/(3-3-3).F;W;S.

Foundation courses in technical handling of a variety of media. Prerequisites: Art 101, 104. Lecture one hour, laboratory five hours.

211. Introduction to Sculpture/(3).F;W;S.

An introduction to sculptural ideas and concepts through skills and techniques. Prerequisite: Art 205. Lecture one hour, laboratory five hours.

213. Printmaking/(3).F;W;S.

Initial study and practice in the basic graphics processes. Relief, intaglio, planographic, and serigraphic printing. Prerequisites: Art 101, 104. Lecture one hour, laboratory five hours.

217. Introduction to Art/(3).F;W;S.

Analysis of selected examples of architecture, sculpture, painting, crafts, and industrial design in relation to their historical time and need. Lecture three hours.

218. (Humanities) Music, Art and Ideas I/(3).F.

A survey course of an interdisciplinary nature dealing with the historical, religious, philosophical, and sociological aspects of art and music. The purpose of this course is to encourage students to become more aware of the arts as a communication of human ideas and emotions. The theme of this course is the influence of the Christian Church on art and music. (Same as Music 218.) Prerequisite: Music 217 or Art 217.

219. (Humanities) Music, Art and Ideas II/(3).W.

A survey course of an interdisciplinary nature dealing with the historical, religious, philosophical, and sociological aspects of art and music. The purpose of this course is to encourage students to become more aware of the arts as a communication of human ideas and emotions. The theme of this course is man and his relationship to nature as revealed through art and music. (Same as Music 219.) Prerequisite: Music 217 or Art 217.

220. (Humanities) Music, Art and Ideas III/(3).S.

A survey course of an interdisciplinary nature dealing with the historical, religious, philosophical, and sociological aspects of art and music. The purpose of this course is to encourage students to become more aware of the arts as

a communication of human ideas and emotions. The theme of this course is man and his relationship to man as revealed through art and music. (Same as Music 220.) Prerequisite: Music 217 or Art 217.

230. Constructive Design in Alloys/(3).F;S.

Introduction to design techniques and skills developed through the use of permanent media, including alloys of metals and related materials. Prerequisites: Art 104, Art 205. Lecture one hour, laboratory five hours.

248. Independent Study/(1-6).F;W;S;SS.

255. Constructive Design with Plastic Media/(3).F;W;S.

Constructive design with emphasis on structural and surface qualities. One hour lecture, five hours laboratory. Prerequisites: Art 101 or permission.

301. Ancient and Medieval Art/(3).F.

A survey of architecture, painting, and sculpture from prehistoric time through medieval Europe. Lecture three hours.

302. Renaissance Art/(3).W.

A study of architecture, painting, and sculpture from the fourteenth through the eighteenth centuries. Lecture three hours.

303. Modern Art, Nineteenth Century/(3).F.

A study of architecture, painting, and sculpture in the nineteenth century. Lecture three hours.

304. American Art/(3).W.

A survey of art in America. Painting, sculpture, and architecture from colonial times to the present. Lecture three hours.

306. Modern Art, Twentieth Century/(3).S.

A study of architecture, painting, and sculpture in the twentieth century. Lecture three hours.

307. Life Drawing and Painting/(3).F.

Structure and action of the human figure. Prerequisite: Art 210. Lecture one hour, laboratory five hours.

308-309. Painting/(3-3).S.

Advanced problems in painting, individual experimentation and expression. Prerequisite: Art 307. Lecture one hour, laboratory five hours.

311. Advanced Sculpture, Casting Processes/(3).W;S.

Advanced theories of structuring permanent three-dimensional forms applied to the casting processes in a variety of materials. (This may include clay, simulated stone, plastics, foundry.) Prerequisite: Art 211. Lecture one hour, laboratory five hours.

312. Advanced Sculpture, Subtractive Processes/(3).W;S.

Advanced applications of sculptural theories and concepts to subtractive processes. Prerequisite: Art 211. Lecture one hour, laboratory five hours.

313-314. Printmaking/(3-3).F;W.

Continued work in graphics processes with emphasis on selected techniques. Prerequisite: Art 213. Lecture one hour, laboratory five hours.

326. Secondary School Art/(3).W.

Art materials and equipment for the secondary school. Basic use of materials and equipment for the secondary school art, including budgeting, purchasing, and facilities planning. Lecture three hours.

348. Independent Study/(1-6).F;W;S;SS.

349. Instructional Assistance in Art/(1-2).F;W;S;SS.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Grading will be on a satisfactory-unsatisfactory basis only. Prerequisite: Junior or senior standing.

355. Constructive Design in Plastic Media/(3).F;W;S.

Constructive design with plastic media. An extension of Art 255 plus an exploration in depth of one aspect of plastic construction. Prerequisite: Art 255. Lecture one hour, laboratory five hours.

400. Constructive Design in Fabric/(3).F;W;S.

Constructive design in fabric. An extension of Art 200 plus an exploration in depth of one aspect of constructive design in fibers. Prerequisite: Art 200. Lecture one hour, laboratory five hours.

407. Advanced Painting/(3).S.

Prerequisite: Art 309. Lecture one hour, laboratory five hours.

408. Advanced Sculpture, Constructive Processes/(3).W;S.

Theories and concepts of three-dimensional form through the constructive approach in a variety of media. (Wood, stone, metals, plastics, also mixed media.) Prerequisite: Art 211. Lecture one hour, laboratory five hours.

409. Advanced Printmaking/(3).F;W.

Advanced work in graphic media with emphasis on individual technical investigations. Prerequisite: Art 314. Lecture one hour, laboratory five hours.

410. Advanced Life Drawing and Painting/(3).F.

Prerequisite: Art 307. Lecture one hour, laboratory five hours.

411. Lithography/(3).F;W.

Advanced work and individual investigation in lithographic techniques. Prerequisites: Art 313, 314. Lecture one hour, laboratory five hours.

412. Advanced Experimental Sculpture/(3).W;S.

Advanced investigations into current trends in sculptural concepts and ex-

perimentation with new media. Prerequisite: Art 408. Lecture one hour, laboratory five hours.

413. Advanced Drawing and Composition/(3).F;W;S.

Monochromatic drawing as an art form with special emphasis on compositional approaches. Planning of larger works through drawing. Individual projects. Prerequisite: Art 203. Lecture one hour, laboratory five hours.

414. Advanced Design/(3).F;W;S.

Further investigations into theories of structuring visual form. Prerequisite: Art 305. Lecture one hour, laboratory five hours.

420. Philosophy and Problems of the Craftsman/(3).S.

Exploration of historical and contemporary philosophers and problems of craftsmen involved in constructive design. Lecture three hours. Prerequisite: Art 200, Art 255.

425. Teaching-Learning Processes in Art Education-Elementary/(3).S.

Art curriculum and course content in the elementary schools. A study of trends, organization, content, materials, and equipment for the elementary schools. Lecture three hours. Prerequisite: Childhood Education 202.

430. Constructive Design in Alloys/(3).F;S.

A continuation of Art 230 with opportunities for concentration in specific areas. Prerequisite: Art 230. Lecture one hour, laboratory five hours.

450. Problems in Art/(3-6).F;W;S.

Individual problems or projects. No more than 3 hours may be taken in a quarter. Admission on approval of chairman.

451. Seminar/(3-6).S.

A specialized course involving advanced study by small groups in selected areas.

Students may enroll twice for credit totaling 6 quarter hours but may not receive credit for a seminar which duplicates the content of one for which they have previously received credit.

453. Art Education Workshop/(3).SS;Ex

An intensive two-week course devoted to art instruction in grades one through twelve, including the correlation of art with teaching at all levels. Art materials and supplies for grade levels are examined. Each student pays for materials used, and all articles made by him become his property. Lecture one hour, laboratory five hours. (Same as Secondary Education 453.)

456. Workshop in Painting/(3).SS.

An intensive two-week course. Student chooses, with the instructor's approval, the painting medium to be used. Field trips offer opportunities to paint local scenery. Lecture one hour, laboratory five hours.

459. Workshop in Sculpture/(3).SS.

An intensive study of the various concepts and techniques involved with creative sculpture dealing with all the basic forms in modeling as well as wood and stone carving. Each student pays for materials used, and all articles made by him become his property. Lecture one hour, laboratory five hours.

Graduate Courses

501. Ancient and Medieval Art/(3).F.

An intensive investigation of art forms from prehistory through Medieval period. A graduate research paper will be required. Lecture three hours.

502. Renaissance Art/(3).W.

Advanced study emphasizing the European involvement with art during the Renaissance. A graduate research paper will be required. Lecture three hours.

503. Modern Art 19th Century/(3).F.

The development of art as it grew towards modernism, mainly in France, during the nineteenth century. A graduate research paper will be required. Lecture three hours.

504. American Art/(3).W.

Relationships between United States history and the development of American art from colonial times to the present. A graduate research paper will be required. Lecture three hours.

506. Modern Art 20th Century/(3).S.

A study of the art of the twentieth century as a worldwide phenomenon. Special emphasis is given to recent trends. A graduate research paper will be required. Lecture three hours.

507. Painting/(3).F.

Development of the individual painter's aesthetics through advanced studio work. Lecture one hour, laboratory five hours.

508. Sculpture/(3).W;S.

Special problems as related to selected materials and techniques. The emphasis will be on individual student experimentation on an advanced level. Lecture one hour, laboratory five hours.

509. Constructive Design in Fabric/(3).F;W;S.

An extension of Art 400 plus related research. Lecture one hour, laboratory five hours.

513. Printmaking/(3).F;W.

Advanced studio work in printmaking designed to develop an individual sense of graphic form. Lecture one hour, laboratory five hours.

520. Philosophy and Problems of the Craftsman/(3).S.

An extension of Art 420 plus individual research in one constructive design area. Lecture three hours.

525. Teaching-Learning Process in Art Education/(3).S.

An extension of course material in Art 425 plus related research and bibliography. Lecture three hours.

548. Independent Study/(1-6).F;W;S;SS.

550. Problems in Art/(3-6).F;W;S.

Individual problems or projects for the graduate student. No more than 3 hours may be taken in a quarter. Admission on approval of chairman.

555. Constructive Design with Plastic Media/(3).F;W;S.

An extension of Art 355 plus related research. Lecture one hour, laboratory five hours.

560. History and Philosophy of Art Education/(3). On demand.

An examination of the current theories and trends in art education in relationship to their involvement in history and to future developments. Lecture three hours.

Department of Health, Physical Education and Recreation

Lawrence E. Horine, Chairman

The objectives of the department are to prepare teachers, coaches, and youth leaders in health education, driver education and safety, physical education and recreation for the schools and related agencies; to provide experience in physical education activities which will lead to acquisition of skill and fitness with leisure time and recreational value; to strive for

optimum development of personality and good mental and emotional health through group and individual guidance; to uphold and promote high ethical standards in the profession; to pursue the above objectives within the context of the aims, objectives, and purposes of the university.

A major in health and physical education leading to a Bachelor of Science degree without teacher certification consists of 54 quarter hours including: Health and Safety 101, 102, 203; Physical Education 210, 211, 212, 215, 307, 320, 409, 410, 412; and 18 quarter hours of electives from Health and Safety 104, 402 and Physical Education 315, 316, 317, 415, 457 or any of the skills and techniques courses numbered 330 through 347. Biology 101, 102, and 103 are required. *Students in this program may not minor in health education.*

A minor in health and physical education consists of 24 quarter hours. Courses required for a minor are: Health and Safety 101, 102, 203; Physical Education 210, 211, 212, 307, and 320. Biology 101, 102, and 103 are required.

A major in health and physical education leading to a Bachelor of Science degree *and teacher certification* consists of 67 quarter hours in addition to the general education requirements. These courses include: Health and Safety 101, 102, 203, 401; Physical Education 100, 210, 211, 212, 215, 307, 312, 320, 353, 409, 410, 412; three physical education activity courses from 101 through 209 in addition to those required in general education; and at least six skills and techniques courses from 330 through 347. Biology 101, 102, and 103 are required.

After the freshman year, but before student teaching, a major is required to have an apprentice experience (PE 100) under a regular staff member for a minimum of one quarter.

A major in health education leading to a Bachelor of Science degree *with teacher certification* consists of 60 quarter hours, in addition to the general education requirements and the professional education courses required for state certification. These courses include: Health and Safety 101, 102, 104, 203, 303, 401, 402, 403, 406, 470, 480; Physical Education 210, 211, 307, 320, 410; Home Economics 108; Psychology 375; Sociology 120; Educational Media 475. A minor consisting of any 30 quarter hours selected from the courses listed above is also offered.

A major in health education leading to a Bachelor of Science degree (without teacher certification) consists of 60 quarter hours in addition to the general education requirements. For further details about this program contact the chairman of the Department of Health, Physical Education and Recreation.

A major in recreation leading to a Bachelor of Science degree without teacher certification consists of 60 to 69 required quarter hours. This major will be initiated by offering only those required courses below the senior level in 1974-75. The courses include: Physical Education 312, 320; Health and Safety 203; Recreation 324, 424, 429; Biology 318; Sociology 328; Geography 340; Business Administration 315; Accounting 456; *and* 6 quarter hours from the following pairs in recreative activities: aquatics—Physical Education 331 and Recreation 421; camping—Recreation 222, 422; dance—Physical Education 333, 457; skiing—Physical Education 347 and repeat of Recreation 424; *and* 6 quarter hours in recreative sports from two skills and techniques courses, Physical Education 330-347, provided they are sports common to recreation programs; *and* 6 quarter hours from one of the leisure arts areas of the following: art—Art 201, 217; crafts (any two)—Industrial Arts 201, 204, 205, 206, 207, 217; home economics—Home Economics 102, 106; music (combination of any two to equal 6 hours)—Music 217, 301, applied music (1-6), music ensemble (1-6); speech and theatre (any two)—Speech 208, 217, 308, 456; writing—English 365, 366; *and* 9 quarter hours from the following selected electives: Physical Education 215, 458; Recreation 425; Mathematics 380; Sociology 302; Speech 308. (NOTE: Art 217, Music 217, or Speech 217 may be applied to both the major and the general education humanities requirement.)

A minor in recreation consists of 24 quarter hours. Courses required are: Physical Education 312, 320; Recreation 324; one of the following: Biology 318, Geography 340, Sociology 328; 6 quarter hours from recreative activities and/or recreative sports as these two categories are listed in the major in recreation, exclusive of courses credited to the student's major; and 6 quarter hours from Physical Education 215, 458 and Recreation 425.

A concentration or minor of 29-30 quarter hours in athletic coaching is *open only to students who are not majoring in physical education*. Courses required are: Health and Safety 203; Physical Education 210, 211, 212, 307, and 412; one course from the following: Physical Education 312, 315, 316, 317, or 445; three courses from Physical Education 330 through 345, except Physical Education 333. (Note that Biology 101, 102, and 103 are prerequisites to Physical Education 210.)

A concentration or minor in athletic training consists of 23 quarter hours. Credits necessary are a minimum of 8 credits in chemistry and/or physics; 3 credits in Home Economics 108, Nutrition; 9 credits in PE 450, Athletic Training Laboratory Practice; and 3 credits in PE 490, Advanced Athletic Training. In the case of a concentration within a major in physical educa-

tion, these credits are in addition to those which are required for the major.

A concentration or minor in driver education consisting of 24 quarter hours *is open to all majors*. Courses required are: Health and Safety 402, 403, 404, and 405. Nine additional hours are required to be taken from selected courses in several departments. Included in these and recommended are Health and Safety 203, Standard and Advanced First Aid; and Educational Media 475, Audiovisual Instruction. Courses may count toward major and this concentration.

A major in health and physical education leading to the Master of Arts degree in secondary school teaching consists of a minimum of 36 quarter hours selected by the student in consultation with his advisor and includes: Physical Education 500; Counselor Education and Reading 456; Psychology 455 or 502; Administration, Supervision and Higher Education 506; and one of Administration, Supervision and Higher Education 535 and 547. The major leading to the Master of Arts degree in junior college teaching consists of a minimum of 36 quarter hours and includes: Physical Education 500; Administration, Supervision and Higher Education 542; and at least one of Administration, Supervision and Higher Education 544, 545, and 574.

Courses of Instruction in Health and Safety, Physical Education and Recreation

(For a description of the notation used in the following list of courses, see p. 80.)

Health & Safety

101. Personal Health/(3).F;W;S;SS.

Basic principles of personal health, hygiene, and total fitness: physical, mental, and emotional.

102. School and Community Health/ (3).F;W;S;SS.

Diet and nutrition, common diseases, school and community health factors, analysis of public and private health organizations.

104. Healthful Family Living/ (3).F;W;S.

The educational components of healthful family living will be presented and

such aspects of family health as related to: dating, courtship, marriage, planning the family, sex education, heredity, pregnancy, prenatal care, postnatal care, childbirth, environmental conditions for family comfort, and inter-family relationships leading to reduction of stress on family members.

203. Standard and Advanced First Aid/ (3).F;W;S;SS.

Principles and techniques of emergency first aid, civilian defense, and related safety factors. A.R.C. standard and advanced courses.

248. **Independent Study/(1-6).F;W;S;SS.**
303. **Methods and Materials in First Aid and Safety/(3).S.**

Methods of teaching first aid and safety. May lead to American Red Cross First Aid Instructor's Certificate. Prerequisites: Junior standing; current Red Cross Standard and Advanced Certificate.

348. **Independent Study/(1-6).F;W;S;SS.**
349. **Instructional Assistance in Health and Safety/(1-2).F;W;S;SS.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Grading will be on a satisfactory-unsatisfactory basis only. Prerequisite: Junior or senior standing.

401. **Methods and Materials in Health Education/(3).F;W;S;SS.**

The theory and practice of planning various types of health education programs for elementary and secondary levels; development of teaching and AV materials; resources and organizations available for health teaching. For upper-division students. Prerequisite: HS 101 or equivalent.

402. **Safety Education/(3).W;SS.**

Study of safety procedures, techniques, and programs; analysis of Safety Council statistics and their meaning for school and community; driver education programs, industrial safety programs applicable to the school, community programs, safety in sport, recreation, and home.

403. **Introduction to Driver Education/(3).F;S;SS.**

Students must possess valid driver's license and have completed a basic driver education program. Course will include an introduction to and analysis of the driving task. Fundamentals, principles, practices, and content of various high school driver education courses will be presented. Laboratory

experience in teaching in dual-control cars will be provided.

404. **Traffic Safety/(3).F;W;S;SS.**

An introduction to and an analysis of traffic safety including organization and administration of driver and traffic education, physiological and psychological factors in traffic problems and accidents, fundamentals of traffic law, and highway traffic administration. Current driver's license required. Prerequisite: HS 403.

405. **Teaching Driver Education/(6).F;S;SS.**

A combination lecture-laboratory course to include an examination of aims, objectives, and role of program in driver education; advanced professional instruction and experience to prepare student for teaching driver education through use of innovative techniques such as multiple car driving ranges, simulators, and audiovisual instruction. Current driver's license required. Prerequisite: HS 404.

406. **Environmental Health/(3).F;S.**

An ecological approach to the concept of health and illness through the study of the relations between man and his environment both as it affects him and as he affects it. Prerequisites: Biology 101-102-103.

470. **Drugs, Tobacco, and Alcohol/(3).F;S.**

The harmful effects of tobacco, alcohol, and drug abuse on the human body will be studied. The course will include selection and development of resource materials and teaching methods for grades K-12. Prerequisite: Senior/Graduate standing.

480. **Human Sexuality/(3).W;S;SS.**

Information and concepts of sex education including physiological, social, psychological, and moral aspects of human sexuality will be studied. The course will include the selection and

development of resource materials and teaching methods for grades K-12. Prerequisite: Senior/Graduate standing.

Directed towards the problems of school health education and school health services.

522. Seminar on School Health Problems(3).SS.

544. Workshop/(3).SS.

Physical Education

All students may elect three or more activity courses (numbered 101 to 209). Nonswimmers are urged to take Physical Education 101. Courses need not be taken in any particular sequence. No student may take more than one activity course per quarter without the written permission of the department chairman. The aim should be toward lifetime physical fitness.

Physical education majors must take one activity course each quarter of the freshman and sophomore years (a total of 6 quarter hours) as a minimum but may take more than 6. Thereafter, they take a minimum of six skills and techniques courses.

Gym suits are furnished and laundered by the university for on-campus activity classes. Students furnish their own white athletic socks, white rubber-soled shoes, jackets, and swimming suits. Towel service is provided.

Physical education attire must be turned in after the last period class is required to "dress out." A fine of \$5.00 will be assessed for turning in attire late.

The following activity courses (numbered 101-209) are open to all students to fulfill the general education requirements of 3 quarter hours of physical education and for those electing to take more than the 3 hours minimum: (Note—The symbol* indicates coed sections. The symbol / indicates sections for men only. The symbol x indicates sections for women only.)

100. Apprenticeship* (1).F;W;S;SS.

101. Swimming, Nonswimmers* (1).F.

110. Physical Fitness* (1).F;W;S.

111 Beginning Swimming*
(1).F;W;S;SS.

112. Intermediate Swimming* (1).W;S.

113. Advanced Swimming* (1).W;S.

114. Tennis and Badminton* (1).F;S;SS.

115. Folk and Social Dance* (1).F;W;S

116. Gymnastics* (1).F;W;S;SS.

117. Golf* (1).F;S;SS.

118. Bowling* (Fee \$8 per quarter)
(1).F;W;S.

119. Weight Training* (1).F;W;S.

- 120. Basketball / x* (1).W;S.
- 121. Soccer / x (1).F;S.
- 122. Volleyball / x* (1).F;W;S.
- 124. Softball / x (1).F;S.
- 125. Winter Sports—Ice Skating* (1).W.
- 126. LaCrosse / x (1).F;S.
- 127. Beginning Fencing* (1).F;W;S.
- 128. Intermediate Fencing* (1).W;S.
- 130. Adapted Physical Education* (1).F;W;S.
- 131. Hiking and Campercraft* (1).F;S.
- 132. Archery* (1).S;SS.
- 133. Racquetball* (1).W;S.
- 134. Marksmanship* (1).F;W;S.
- 200. Beginning Skiing* (Fee of \$50 per quarter) (1).W.
- 202. Intermediate Skiing* (Fee of \$50 per quarter) (1).W.
- 203. Advanced Folk and Social Dance* (1).W.
- 204. Squash Racquets* (1).F;W;S.
- 205. Modern Dance* (1).W;S.
- 206. Wrestling / (1).F;W.
- 207. Field Hockey x (1).F;S.
- 208. Track and Field / x (1).F;S.
- 209. Handball* (1).F;W;S.
- 210. Human Anatomy/(3).F;W.

A study of the structures of the human body as they relate to physical education and human motion. Prerequisite: Biology 101-102-103.

- 211. Human Physiology/(3).W;S.

A study of the basic functions of the human organism. Prerequisite: PE 210 or equivalent.

- 212. Physiology of Muscular Activity/(3).F;S;SS.

The application of physiological principles to muscular and organic action of the human in sports and action. Prerequisite: PE 211 or equivalent.

- 213. Applied Human Anatomy and Physiology/(4).W;S.

A course for nonphysical education majors. An overview of the areas of human anatomy, physiology, kinesiology, and physiology of exercise will be presented with an emphasis on application.

- 215. Introduction and History of Sports and Physical Education/(3).F;W;S.

An orientation into the field of physical education through the study of historical backgrounds, systems and organizations, leaders and movements, program and sports of the past and present.

- 229. Senior Life Saving/(2).W;S.

- 248. Independent Study/(1-6).F;W;S;SS.

- 307. Kinesiology/(3).F;W;S;SS.

Mechanical and anatomical fundamentals and the physics of human motion. Prerequisite: PE 210.

- 312. Organization and Administration of Physical Education/(3).F;W;S;SS.

Organization, administration, supervision, planning, budgeting, and evaluation of the physical education program on various levels. Planning and use of facilities, maintenance, purchasing, insurance, varsity and intramural programs, leagues and tournaments, public relations.

- 315. Officiating Fall Sports/(2).F.

A study of rules and rule interpretation of various seasonal sports with emphasis on the proper mechanics, role, and judgment in officiation. One hour lecture; two hours lab per week.

316. Officiating Winter Sports/(2)W.

A study of rules and rule interpretation of the various seasonal sports with emphasis on the proper mechanics, role, and judgment in officiation. One hour lecture; two hours lab per week.

317. Officiating Spring Sports/(2).S.

A study of rules and rule interpretation of the various seasonal sports with emphasis on the proper mechanics, role,

and judgment in officiation. One hour lecture; two hours lab per week.

320. Principles and Philosophies of Health and Physical Education/(3).F;W;S;SS.

A summary of the historical and present concepts, principles, and philosophies which relate to and influence health, leisure, physical education, and recreation.

Skills and Techniques

A physical education major must take a minimum of six skills and techniques courses (numbered 330 to 347). The student should have a skills course or show competence as a prerequisite. At least two courses must be individual or dual and at least two must be team sports.

Each of the courses deals with how to perform and how to teach the subject. Fundamental skills, conditioning, training, lesson planning, drills, officiating, rules, resources, and methods of evaluation are covered. Each course meets the equivalent of five periods a week, including lecture and laboratory.

(Symbols: * Coed; / Men only; x Women only)

330. Gymnastics and Tumbling* (3).F;W.

331. Aquatics* (3).F;W;S;SS.

332. Tennis and Badminton* (3).F;S;SS.

333. Dance* (3).W;S.

334. Volleyball* (3).F;W;S.

335. Track and Field / x (3).F;S;SS.

337. Basketball / x (3).W;S.

339. Field Hockey / x (3).F;S.

340. Soccer and Related Sports / x (3).F;S.

342. Football / (3).F;S.

343. Baseball / (3).F;S.

344. Wrestling / (3).F;W.

345. Softball / x (3).F;S;SS.

347. Skills and Techniques of Skiing* (3).W.

Objective of the course will be to prepare students for teaching skiing by various techniques and for patrolling of the area for the safety of skiing public. Prerequisite: PE 200 and 202, HS 203 or equivalent.

348. Independent Study/(1-6).F;W;S;SS.

349. Instructional Assistance in Physical Education/(1-2).F;W;S;SS.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Grading will be on a satisfactory-unsatisfactory basis only. Prerequisite: Junior or senior standing.

353. Elementary School Physical Education/(3).F;W;S;SS.

This course will meet five days a week including lecture and laboratory. The student will be prepared to teach physical education at the elementary level. Fundamental movements, rhythms, and group games.

409. Adapted Physical Education and Recreation/(3).F;W;S;SS.

A survey of abnormalities and atypical cases; identification, with preventive and corrective techniques. Prerequisite: PE 210-211-212, 307.

410. Evaluation in Health and Physical Education/(3).F;W;S;SS.

A theory and methods course in the application of measurement, tests, statistics, and evaluation in health and physical education programs.

412. Prevention and Care of Athletic Injuries/(3).F;W;S;SS.

Prevention and care of injuries; safety devices, use of wraps and supports, massage, taping, therapeutic techniques, and conditioning exercises. Prerequisites: HS 203, PE 210-211-212, 307. Lecture two hours, laboratory two hours. (Students will be required to purchase minimum training supplies for use in labs.)

420. Athletic Training Laboratory Practice/(3-9).F;W;S;SS.

Observation and practice of athletic training procedures. Working with university athletic teams, both on-campus and away events. Minimum of six hours per week for each 3 hour course.

445. Coaching Leadership/(3).W;S.

A study of sociological and psychological problems in relation to leadership in competitive athletics. Areas such as motivation for excellence and the problems of high levels of anxiety from emotional stress will be included. Open to physical education majors with permission of instructor.

453. Football Coaching/(3).S;SS.

Lectures and discussions on modern methods of training, play patterns, game strategy, and seasonal planning. Open to experienced coaches only.

454. Basketball Coaching/(3).S;SS.

A study of modern team and individual offense and defense. Lectures and discussions. Open to experienced coaches only.

455. Track and Field Coaching/(3).SS.

Lectures, discussions, study of training for all events. Open to experienced coaches only.

457. Advanced Modern Dance/(3).SS.

Study and analysis of the techniques and basic philosophy of the dance, choreography, composition of various schools, settings, costuming, music, and exhibitions.

465. Seminar in Individual and Dual Sports/(3).W;SS.

A study of individual and dual sports except aquatics, track and field.

466. Seminar in Team Sports/(3).F;SS.

A study of team sports except basketball and football.

490. Advanced Athletic Training/(3).F;SS.

Conditioning of athletes, advanced therapy techniques, rehabilitative exercises, professional ethics, advanced taping and bandaging, specific advanced first aid techniques used in the care of athletic injuries, and the legal aspects of athletic training. Prerequisite: PE 412 or equivalent.

Graduate Courses

500. Bibliography and Research/(3).F;SS.

A study of bibliographical problems in the field, types of research, resources, organization and reporting, documentation of graduate writing and application to term projects.

501. Scientific Bases of Health and Physical Education/(3).W;SS.

Current findings and theories in various disciplines and specialties and their application to health and physical education.

502. Curriculum Development in Health and Physical Education/(3).F;SS.

Study and evaluation of curriculum, program, and construction of plans for health and physical education for grades one through twelve.

503. Analysis of Neuromuscular Activity/(3).S;SS.

Anatomical, physiological, psychological, and mechanical principles applied to the analysis of skills and conditioning of the human in motion. Prerequisites: Undergraduate course in anatomy, physiology, kinesiology.

504. Philosophies Related to Health and Physical Education/(3).S;SS.

A study of the outstanding leaders and ideas of the past and present as they apply to health, fitness, and recreation.

505. Interpretation of Data/(3).W;SS.

Analysis and interpretation of test and measurement results and research findings in health and physical education.

506. Measurement and Evaluation in Health and Physical Education/(3).S;SS.

A course on measurement, evaluation, statistics, analysis of methods, test selection, construction, and administration.

507. Organization, Administration, and Supervision of Health and Physical Education/(3).W;SS.

Study and analysis of the organization, administration, and supervision of programs, trends, theories, and current practices.

508. Administration of Athletics/(3).F;SS.

Analysis and comparison of various methods of operating athletics in schools and universities; schedules, contracts, purchasing, storage, travel, insurance, training problems, officials, evaluation.

509. Seminar in Physical Education/(3).S;SS.

Lectures, discussions, case studies, and summary of the fields of physical education for experienced teachers. A problems course.

510. Athletic Facilities/(3).S;SS.

The planning, construction, budgeting, and maintenance of indoor and outdoor facilities for athletics, physical education, and recreation.

512. Seminar in Dance and Rhythmics/(3).W;SS.

For students with background and experience in dance.

520. International Health and Physical Education/(3).F;SS.

A study and comparison of health, physical education, recreation, and sport in selected foreign countries, and international organizations that control these programs.

521. Physical Education for the Retarded/(3).S;SS.

Current programs and discoveries on the use and contribution of physical activity for increasing the potential of the mentally retarded.

543. Internship/(3-6).F;W;S;SS.

The internship includes the student's being placed in an educational institution, a sport organization, or a recreational center for one quarter. Stipends may be included. The student will be exposed to all duties of the organization, will complete a comprehensive term paper based on the internship experience, and will take part in several seminars.

544. Workshop/(3).SS.

**547. Creative Physical Education/
(3).W;SS.**

The study, analysis, and demonstration of teaching physical education and health, recreation, and coaching athletics in creative and innovating techniques. Recent trends and research findings of creative techniques of teaching physical education will be presented.

548. Independent Study/(1-6).F;W;S;SS.

**550. Master of Arts Thesis/
(6).F;W;S;SS.**

Recreation

222. The Camp Counselor/(3).F;S.

Aims and objectives of camping. The nature of the camper and the camping experience. Qualities, skills, and expectations of the counselor and leader; the leader-camper relationship; the leader-director relationship. An understanding of camp leadership for special groups: the handicapped, culturally retarded, and outdoor education groups. Practical experience in camp settings. Two hours lecture; two hours laboratory.

248. Independent Study/(1-6).F;W;S;SS.

**324. Leadership Practice/(3-6).
F;W;S;SS.**

A guided, practical, direct leadership experience in a selected organized recreational setting. Credit is determined by the degree of engagement over a program season. Post-experience identification and evaluation by student of professional capabilities and goals and recommitment to a plan for continuing preparation. Prerequisite: PE 320.

348. Independent Study/(1-6).F;W;S;SS.

**349. Instructional Assistant in
Recreation/(1-2).F;W;S;SS.**

A supervised experience in the instructional process on the university level through direct participation in a class-

room situation. Grading will be on a satisfactory-unsatisfactory basis only. Prerequisite: Junior or senior standing.

**421. Aquatics: Public, Private,
Commercial/(3).W;SS.**

The nature, diversity, and extent of aquatic program and organization. Examination of community, agency, and group need and interest. Planning and development of aquatic program and facilities. The examination of operational problems. Observation and examination of a variety of aquatic facilities and programs. Two hours lecture; two hours laboratory.

422. The Camp Director/(3). On demand.

The relationship of camp purpose to program and facilities. Examination of camping as it relates to a variety of individual and social needs. Administrative problems: staff, program, and resources development and management; health, safety, and legal considerations. Two hours lecture; two hours laboratory.

424. Internship/(3-9).F;W;S;SS.

A guided, practical, supervisory leadership experience at the "Middle Level" in the conduct of recreation within a choice of recreational organization. Credit is determined by a preplanned degree of engagement over a program season. Post-experience identification and evaluation by student of professional capabilities and goals and recommitment to a plan for continuing preparation. Prerequisite: PE 312.

**425. Special Programs in Recreation/
(3). On demand.**

A study of constituency, their needs, and programs of specialized agencies and other social units. The study will encompass programs and developments in outdoor education, recreation education, governmental parks and primitive areas, and special agencies, such as B.S.A., G.S.A., YMCA, YWCA, and other youth-serving institutions. In-

cluded is a study of rehabilitation agencies and their utilization of recreational modalities. Two hours lecture; two hours laboratory.

429. Senior Seminar/(3). On demand.

Planning for continuing individual professional association and development. Establishment and expression of individual professional philosophy of recreation and leisure and the understanding of the role of the professional with attention to professional ethics. Group utilization of individual experiences and abilities in the identification, study, and solution of a practical problem in recreation drawn from a real situation. Two hours lecture; two hours laboratory. Prerequisite: Senior standing.

458. Practicum in Outward Bound Education/(6).SS.

Through the experiences in the wilderness, the student will learn at an outward bound center skills in camping, survival, mountaineering and be trained in fitness. The goals of the course will

be centered around encouraging self-awareness and personal responsibility, developing a sense of conscience and competence, stimulating awareness of nature and human relationships, and integrating all aspects of one's personal life.

519. Public Recreation/(3).F;SS.

A problem course for those in the field of public recreation.

543. Internship/(3-6).F;W;S;SS.

The internship includes the student's being placed in an educational institution, a sport organization, or a recreational center for one quarter. Stipends may be included. The student will be exposed to all duties of the organization, will complete a comprehensive term paper based on the internship experience, and will take part in several seminars.

544. Workshop/(3).SS.

548. Independent Study/(1-6).F;W;S;SS.

Department of Home Economics

Josephine A. Foster, Chairman

The objectives of the Department of Home Economics are to help students become better citizens and members of society, have a workable knowledge of principles involved in home and family living, and prepare for teaching some phases of home and family living at the middle school or secondary level or work in other areas of home economics, such as institutional administration, clothing and textiles merchandising, or foods and equipment. The Lucy Brock Nursery School is conducted as a laboratory for home economics majors and as a means of observation for students in courses in other departments.

The Home Management House is operated each quarter. One quarter of residence is required of home economics education majors and may be elected by those in home economics in business if space is available.

A minor in home economics consists of 24 quarter hours scheduled in conference with the department chairman.

Courses in home economics where prerequisites are met are open to all students.

A major in home economics education leading to the Bachelor of Science degree and teacher certification requires 60 quarter hours in home economics: 101, 104, 105, 107, 201, 204, 206, 207, 300, 301, 303, 304, 305, 306, 307, 401, 402, 405, 409, 414; 24 quarter hours of the following related courses: Art 104, Chemistry 101-102-103, Economics 200, 6 quarter hours of biological or physical sciences; and 33 quarter hours of professional courses: Secondary Education 304, 305, 407, 413, Psychology 301, 302, 303.

The major in home economics in business leading to the Bachelor of Science degree has three options from which to choose:

OPTION I—Institutional Administration requires 60 quarter hours in home economics: 101, 104, 105, 107, 204, 300, 301, 302, 303, 305, 307, 308, 309, 310, 311, 405, 409, 411, 412, 415; the following science courses: Biology 301, 308, Chemistry 101-102-103, 201-202-203, 6 quarter hours of biological or physical sciences; and the following related courses: Accounting 210, Economics 200, Psychology 302 and 470, 471 or 472.

This major is approved by the American Dietetic Association and upon graduation the student is qualified to do a one-year internship in an accredited hospital, thus becoming eligible for A.D.A. Membership. The minor for this major may be satisfied upon completion of Biology 301, 308 and Chemistry 201, 202, 203, 454.

OPTION II—Foods and Equipment requires 53 quarter hours in home economics: 101, 104, 105, 107, 204, 300, 301, 302, 303, 305, 306, 307, 404, 405, 407, 409, 411, 415 and 39 quarter hours of the following related courses: Art 104, Chemistry 101-102-103, Economics 201-202-203, Business Administration 320, English 205, Speech 201, and 6 quarter hours of biological or physical sciences.

OPTION III—Clothing and Textiles Merchandising requires 59 quarter hours in home economics: 101, 104, 105, 107, 201, 204, 206, 207, 300, 301, 302, 303, 304, 305, 306, 307, 406, 408, 410, 415 and 39 quarter hours in the following related areas: Art 104, 200, Chemistry 101-102-103, Economics 201-202-203, Accounting 210, Business Administration 421, and 6 quarter hours of biological or physical sciences.

A minor for Options II and III consisting of 24 credits in another area must be declared for each option after a conference with the chairman involved.

Courses of Instruction in Home Economics

(For a description of the notation used in the following list of courses, see p. 80.)

101. Clothing and Design I/(3).F;W;S.

Fundamental theories and principles of garment design, selection, and structure in relation to figure types and posture, including their application in construction and fit of apparel. Lecture one hour, laboratory four hours.

102. Introduction to Clothing and Design/(3). Arr. by Chairman.

A study of clothing construction and design with emphasis on fabrics, patterns, and fashions. Not open to home economics majors. Lecture one hour, laboratory four hours.

104. Nutrition/(3).F;W;S.

A study of food and its relation to body use and needs. Prerequisite: Chemistry 101-102-103.

105. Food Selection and Preparation/(3).F;W;S.

The study and application of the scientific principles and techniques involved in the selection and preparation of foods. Lecture one hour, laboratory four hours.

106. Meal Preparation/(3). Arr. by Chairman.

Family meal preparation for non-majors. Lecture one hour, laboratory four hours.

107. Personal Development Within the Family/(3).F;W;S.

Designed to help the young adult understand self in relation to own family orientation, to master the developmental tasks of early childhood with emphasis on establishing self identity, relations with the opposite sex, mate selection or alternate life styles.

108. Nutrition for Nonmajors/(3).

Arr. by Chairman.

The elementary principles of nutrition and their practical application.

201. Clothing and Design II/(3).F;W;S.

Theories and principles of garment selection and structure with emphasis on the study of new fabrics in relation to construction and design and the introduction of dressmaker tailoring techniques. Prerequisite: Home Economics 101. Lecture one hour, laboratory four hours.

204. Meal Management/(3).F;W;S.

Menu planning, preparing and serving of foods for family meals at different cost levels. Prerequisite: Home Economics 104 and 105. Lecture one hour, laboratory four hours.

206. Clothing for the Family/(3).F;S.

A study of the social, economic, psychological, physiological, and managerial aspects of clothing for the family.

207. Home Furnishings/(3) F;W;S.

Planning furnishings for livable homes with emphasis on function, economy, beauty, and individuality. Lecture two hours, laboratory two hours.

248. Independent Study/(1-6).F;W;S.

300. Child Development/(3).F;W;S.

A study of growth and development of the child from conception through adolescence with emphasis on the early years.

301. Family Economics/(3).F;W;S.

A study of the management of human and material resources designed to develop competence as consumers of goods and services in a modern economic society.

302. Professional Orientation/(2).F.

Individual needs with relation to securing and holding a position in the business areas of home economics.

303. Housing/(3).W;S.

A study of community, economic, and practical problems involved in planning shelter for the family.

304. Flat Pattern Design/(3).F;W;S.

Flat pattern drafting techniques. Developing the basic sloper for use in designing garments in relation to figure problems and current fashion trends. Prerequisites: Home Economics 101 and 201. Lecture one hour, laboratory four hours.

**305. Later Family Development/
(3).F;W;S.**

Self understanding through study of family organization, roles, interactions, values and understanding changes that occur through stages of family living from marriage through old age. Prerequisite: Home Economics 300.

306. Textiles/(3).F;W;S.

A study of the manufacture, identification, selection, analysis, and care of fabrics. Prerequisite: Chemistry 101-102-103. Lecture two hours, laboratory two hours.

307. Household Equipment/(3).F;W;S.

Selection, operation, care, and arrangement of equipment. Lecture one hour, laboratory five hours.

308. Quantity Cookery/(5).S.

A study and practice in planning and preparing foods in institutional kitchens. Prerequisites: Home Economics 204 and Chemistry 201-202-203. Lecture three hours, laboratory six hours. Offered in 1974-75.

**309. Organization and Administration/
(3).F.**

Problems in personnel management. Prerequisite: Psychology 470, 471 or 472. Offered in 1974-75.

**310. Food Production and Distribution/
(3).W.**

Grading, storage, and purchasing of foods in large quantities. Offered in 1974-75.

311. Institutional Equipment/(2).W.

Selection, use, and care of institutional equipment. Laboratory four hours. Offered in 1974-75.

348. Independent Study/(1-6).F;W;S.

**349. Instructional Assistance in Home
Economics/(1-2).F;W;S;SS.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Grading will be on a satisfactory-unsatisfactory basis only. Prerequisite: Junior or senior standing.

**400. House Planning and Design/(3).
On demand.**

(Same as Industrial Arts 400.)

**401. Home Management Principles/
(2).F;S.**

A study of the principles involved in the management of family resources.

**402. Home Management Residence/
(4).F;W;S.**

Experiences in managing family resources in a home-like situation. Fee equivalent to room and minimum meals in residence hall. Married nonresident student — Fee \$25.00. Prerequisites: Home Economics 204 and 307.

403. Tailoring/(3). Arr. by Chairman.

Evaluation and use of various tailoring methods as applied to fabric and design selection, fitting and completion of tailored garments. Prerequisite: Home Economics 101 and 201 or approval of instructor. Lecture one hour, laboratory four hours.

404. Advanced Foods/(3).W.

Aesthetics of food as related to family meals; economic considerations and the

application of scientific principles in distinctive cuisine. Prerequisite: Home Economics 204. Lecture one hour, laboratory four hours.

405. Advanced Nutrition/(3).F;W;S.

The scientific planning of adequate dietaries for normal individuals of different economic levels as related to health and efficiency. Prerequisite: Home Economics 104. Lecture two hours, laboratory two hours.

406. Consumer Textiles/(3).W.

Individual and group investigation and discussion of problems in fabric properties relative to serviceability. Prerequisite: Home Economics 306. Lecture two hours, laboratory two hours.

407. Advanced Equipment/(3).W.

Group and individual experience relating to specific problems of household equipment. Prerequisite: Home Economics 204 and 307. Lecture one hour, laboratory five hours.

408. Draping/(3).W.

Fashion design achieved through draping techniques. Prerequisite: Home Economics 304. Lecture one hour, laboratory four hours. Student must supply dress form.

**409. Demonstration Techniques/
(3).F;W;S.**

The application of demonstrations as teaching devices. Prerequisites: Home

Economics 204, 307. Laboratory six hours.

410. Appreciation of Clothing and Design/(3).F.

A study of the relationship of art and design principles in the selection of clothing. Prerequisite: Art 104 and Art 200.

411. Experimental Cookery/(3).S.

Testing theories of food preparation, judging of products, and establishing standards. Prerequisite: Home Economics 204. Lecture one hour, laboratory four hours.

412. Diet Therapy/(3).S.

Nutrition in the treatment of disease. Changes in metabolism and their relationship to dietary requirements and food intake. Prerequisite: Home Economics 405. Offered in 1974-75.

414. Occupational Education/(3).F;W;S.

A survey and analysis of occupations related to home economics with emphasis on program planning and techniques of teaching. Prerequisites: Secondary Education 304 or 305; Psychology 301 or 302.

415. Practicum/(3). Arr. by Chairman.

Six to eight weeks paid employment in the area of the student's major interest. Supervision and evaluation by the employer and a faculty member and a grade of S or F determined by the latter.

Department of Industrial Arts and Technical Education

Frank R. Steckel, Chairman

The Department of Industrial Arts and Technical Education provides programs of study of technology of our industrial society. The curriculum consists of a series of courses which include activities related to planning and design, manufacturing, servicing, communications, power, and construction. Through the pursuit of these areas, the student develops a high degree of skill in the performance of the processes involved in these areas.

These experiences result in practices that are relevant to the learner and consistent with identifiable needs of an individual.

Purposes

The industrial arts and technical education curriculum includes those kinds of knowledge, experiences, and concepts which develop the learner's capacity to interpret and manage the technological society of the future rather than knowledge and experiences peculiar to a time or place. Industrial arts and technical education, therefore, is predicated on the following:

1. The need to understand and manage the systems and products of technology.
2. The need to include motivational activity as an integral process of education.
3. The need to be an informed, productive, and involved citizen.
4. The need to have a positive sense of one's self, which relates to good mental health and personal well-being.

The Department of Industrial Arts and Technical Education offers the following degree programs:

Bachelor of Science degree with teacher certification

Bachelor of Science degree without teacher certification

Bachelor of Technology degree for graduates of two-year technical institutes

Minor in industrial arts and technical education on the undergraduate level

Master of Arts degree for secondary school teachers

Master of Arts degree for junior college teachers

Minor in industrial arts on the graduate level

A major in industrial arts leading to the Bachelor of Science degree and teacher certification consists of 69 quarter hours including 101-102; 201-202; 6 quarter hours from 204-205-206-207; 301-302; 305-306; 231-232; 403; 463; 471; 9 quarter hours in advanced courses from each of at least two areas; one year of a physical science; Mathematics 101 and 6 quarter hours of industrial arts electives.

A major in industrial arts leading to a Bachelor of Science degree without teacher certification consists of 60 quarter hours, the courses to be selected in conference with the student.

The requirements for a Bachelor of Technology degree are listed under the College of Education.

A minor in industrial arts leading to the Bachelor of Science nonteaching degree consists of 24 quarter hours, the courses to be selected by the student in conference with a faculty member.

The requirements for a major in industrial arts leading to the Master of Arts degree include 512, 514, 517, 520, and electives in industrial arts to total 36 quarter hours. The minor determines the kind of teacher certification—secondary school teacher or junior college teacher. A minor in business administration is recommended for the Master of Arts degree in technology.

The requirements for a minor in industrial arts on the graduate level include 512, 514, 517, and electives to total 24 quarter hours.

Courses of Instruction in Industrial Arts and Technical Education

(For a description of the notation used in the following list of courses, see p. 80.)

101. Industrial Graphics and Design/ (3).F;S;SS.

Basic fundamentals of industrial graphics including geometry of graphical construction, projection systems, sections and conventions, sketching, pictorials, lettering, dimensioning and introductory graphical design. Lecture one hour, laboratory five hours.

102. Descriptive Geometry/(3).F;W;SS.

Introduction to industrial design with emphasis on product development and team dynamics utilizing graphical methods and descriptive geometry. Spatial analysis of geometric elements, vectors, data analysis, and graphical applications to a variety of industrial and engineering areas. Prerequisite: Industrial Arts 101. Lecture one hour, laboratory five hours.

103. Industrial Sketching and Reproduction/(3).S;SS.

Practice in developing skills of rapid technical sketching as applied to in-

dustrial needs. Reproduction techniques with an introduction to the use of various media of technical illustration. Prerequisites: Industrial Arts 101 and 102. Lecture one hour, laboratory five hours.

201. Introduction to Woods/(3).F;S.

Introduction to working with wood and care and use of basic woodworking tools and machines. Lecture one hour, laboratory five hours.

202. Wood Technology/(3).F;W.

Jointing, shaping, finishing, and advanced machine woodwork and related technology. Lecture one hour, laboratory five hours.

203. Advanced Wood Technology/(3).S.

Advanced woodworking with both hand and machine; project design and construction. Lecture one hour, laboratory five hours.

204. Leather/(3).F;W;S;SS.

Basic processes and techniques involved in working with leather, with emphasis

on design and skills. Lecture one hour, laboratory five hours.

205. Ceramics/(3).F;W;S;SS.

Basic processes and techniques involved in working with ceramics with emphasis on design and skill. Lecture one hour, laboratory five hours.

206. Art Metal/(3).W.

Basic processes and techniques involved in working with art metal with emphasis on design and skill. Lecture one hour, laboratory five hours.

207. Jewelry/(3).F;S.

Basic processes and techniques involved in working with jewelry with emphasis on design and skill. Lecture one hour, laboratory five hours.

208. General Shop: Industrial Plastics/(3). On demand.

Basic processes and techniques involved in working with plastics. Lecture one hour, laboratory five hours.

209. Technical Graphics/(3).W;SS.

A comprehensive application of graphical techniques for the presentation of machine and structural working drawings. An introduction to spherical projection and topographical drafting.

**217. Introduction to Crafts/(3).
On demand.**

An introduction to our craft heritage and the techniques for creative expression in ceramics, art metal, jewelry, leather, and other three dimensional media. Lecture one hour, laboratory five hours.

231. Letterpress Printing/(3).F.

The sequential study of letterpress printing which includes hand composition, letterpress make-ready, and presswork; auxiliary areas are the study of type styles, paper technology, printing mathematics, and bookbinding. Lecture one hour, laboratory five hours.

232. Photo-Offset Lithography/(3).W.

The sequential study of photo-offset lithography which includes hot-type and cold-type composition, industrial photography, negative preparation, direct and photographic plate manufacture, and offset press operation; auxiliary areas are electro-static printing, advanced studies in paper technology, and office reproduction techniques. Lecture one hour, laboratory five hours.

233. Industrial Photo-Lithography/(3).S.

Advanced studies in cold-type composition (both photographic and mechanical) and offset press operation. A major emphasis in the area of industrial photography up to four color separation and printing; auxiliary areas are used for testing equipment for negatives, plates, and paper in the industrial scheme. Lecture one hour, laboratory five hours.

248. Independent Study/(1-6).F;W;S;SS.

301. Introduction to Metals/(3).F.

Introduction to and orientation in the metals field. Fundamental bench metal and hand tool operations. Equal time is spent in bench metal and machine metal. Lecture one hour, laboratory five hours.

302. Metal Technology/(3).W.

The cutting, shaping, casting, and machining of ferrous and nonferrous metals and related technology. Special emphasis is placed on foundry and wrought iron. Lecture one hour, laboratory five hours.

303. Advanced Metal Technology/(3).S.

Advanced work in one of the areas in 301 or 302. Lecture one hour, laboratory five hours.

304. Power Mechanics/(3). On demand.

The theory and practice of power involving internal combustion, power sources, solar fuel rocket concepts,

fuel cell energy, solar cell energy, and thermoelectric generator energy.

305. Electricity/(3).F.

Electrical and electronic fundamentals involving basic concepts and D.C. circuits. Lecture one hour, laboratory five hours.

306. Electricity Technology/(3).W.

An approach to the science of electricity. Lectures with classroom construction and experimentation on resistive, capacitive, inductive, and hybrid circuits. Lecture one hour, laboratory five hours.

307. Electronics Technology/(3).S.

Fundamental principles and operation of semiconductor components with the vacuum tube used as a comparator. Taught through lecture, experimentation, demonstration, and product construction. Lecture one hour, laboratory five hours.

308. Production Techniques, Wood/(3).F.

Jigs, fixtures, and related production techniques. Lecture one hour, laboratory five hours.

310. Sheet Metal/(3). On demand.

Layout and fabrication of sheet metals. Lecture one hour, laboratory five hours.

311. Production Techniques, Metals/(3).S.

Jigs, fixtures, and related production techniques. Lecture one hour, laboratory five hours.

312. Electronics, Advanced/(3).F.

Electronic control and regulation, including the thyatron, and solid state devices. Lecture one hour, laboratory five hours.

313. Architectural Working Graphics/(3).F;SS.

Construction details of various building types with emphasis on architectural standards. Prerequisites: Industrial

Arts 101 and 102. Lecture one hour, laboratory five hours.

314. Architectural Design and Graphics/(3).W;SS.

A study of the owner-architect relationship utilizing a contractual approach to the solution of problems in creative design and the preparation of plans for the construction of various building types. Prerequisite: Industrial Arts 313. Lecture one hour, laboratory five hours.

316. Industrial Arts for Elementary School Teachers/(3). On demand.

An industrial arts and crafts course for elementary school teachers. Emphasis on manipulation experience and handwork adapted to the elementary school child. Not open to majors in industrial arts. Lecture one hour, laboratory five hours.

324. Leather/(3).F;W;S;SS.

A continuation of 204.

325. Ceramics/(3).F;W;S;SS.

A continuation of 205.

326. Art Metal/(3).F.

A continuation of 206.

327. Jewelry/(3).F.

A continuation of 207.

331. Bookbinding/(3).W.

Methods of construction of standard types of books, pamphlets, and magazines. Emphasis is on common practices and materials. Lecture one hour, laboratory five hours.

332. Silk Screen Printing/(3).W.

The construction of silk screen printing equipment and various methods and techniques of printing on different materials through various media. Emphasis is on industrial processes. Lecture one hour, laboratory five hours.

333. Production Techniques, Graphic Arts/(3).S.

Theory and application of different production techniques in letterpress printing and photo-offset lithography. The course will operate in the same manner as a commercial print shop. Lecture one hour, laboratory five hours.

348. Independent Study/(1-6).F;W;S;SS.

349. Instructional Assistance in Industrial Arts/(1-2).F;W;S;SS.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Grading will be on a satisfactory-unsatisfactory basis only. Prerequisite: Junior or senior standing.

**400. House Planning and Design/(3).
On demand.**

Architectural styles, planning, building materials as related to residential structures. Prerequisite: Industrial Arts 313. Lecture one hour, laboratory five hours.

**401. Equipment and Maintenance,
Wood/(3).W.**

Operation and maintenance of woodworking machines and tools. Lecture one hour, laboratory five hours.

**402. Equipment and Maintenance,
Metals/(3).F.**

Operation and maintenance of metal-working machines and tools. Lecture one hour, laboratory five hours.

**403. Organization and Equipment/
(3).W;S.**

Planning and equipping industrial arts laboratories; budgets, sources of equipment and supplies, requisition, storage. Lecture three hours.

404. Welding/(3). On demand.

Arc and oxy-acetylene welding. Lecture one hour, laboratory five hours.

**452. Contemporary Industrial
Finishing/(3). On demand.**

The course consists of the care and maintenance of finishing equipment; the selection and use of spray equipment and the preparation of the surface to be finished; staining, filling, undercoating, top coating as well as rubbing out the final coat; application of simple and synthetic finishes. Each student should bring a small piece of furniture, such as an end table, coffee table, or small wood object for finish. Lecture one hour, laboratory five hours.

454. Period Furniture/(3). On demand.

The study of furniture and its importance, design, and periods. The student designs and constructs a piece of period furniture. Prerequisite: 9 quarter hours of woodworking or its equivalent. Lecture one hour, laboratory five hours.

**455. Contemporary Furniture/(3).
On demand.**

The design and construction of classic contemporary furniture and the work of contemporary furniture designers, with emphasis on Scandinavian design. Lecture one hour, laboratory five hours.

456. Communications/(3).SS.

Elements of television, radio, telemetry, and associated communications phenomena. Lecture one hour, laboratory five hours.

**458. Crafts for the Handicapped/
(3).S;SS.**

Basic craft activities and occupational skills for the handicapped. Practical experiences in materials and methods.

**459. Graphical Analysis of Drafting
Problems/(3). On demand.**

Techniques of presenting data for the solution of scientific and technical problems through the use of graphic computations and the direct (and indirect) methods of descriptive geometry. Prerequisite: Industrial Arts 102. Lecture one hour, laboratory five hours.

460. Industrial Design/(3).S.

Design as applied to the industrial product. Lecture one hour, laboratory five hours.

461. Industrial Illustration/(3).

On demand.

Practice with the various media used in technical illustrations for reproduction and publication to acquaint the student with the steps in developing technical manuals, brochures, and similar industrial publications. Prerequisite: Industrial Arts 101, 102. Lecture one hour, laboratory five hours.

462. Materials/(3). On demand.

The structure and characteristics of common industrial materials; laboratory work in the same area of stress-strain hardness testing and the heat treatment of metals.

463. Care and Maintenance of Equipment/(3).SS.

The installation, care, and maintenance of power equipment and motors, including complete rebuilding, adjusting, and full utilization of the rebuilt machine.

464. Problems in Leather Techniques/(3).F;W;S;SS.

An analysis of functional design and production methods of leather work. Individual projects designed to employ various technical and commercial methods of production. Lecture one hour, laboratory five hours.

465. Problems in Ceramics Techniques/(3).F;W;S;SS.

An analysis of functional design and production methods of ceramics. Individual projects, designed to employ various technical and commercial methods of production. Lecture one hour, laboratory five hours.

466. Problems in Art Metal Techniques/(3).W.

An analysis of functional design and production methods of art metal techniques. Individual projects designed to employ various technical and commercial methods of production. Lecture one hour, laboratory five hours.

467. Problems in Jewelry Techniques/(3).F;S.

An analysis of functional design and production methods of jewelry. Individual projects designed to employ various technical and commercial methods of production. Lecture one hour, laboratory five hours.

468. Transportation/(3). On demand.

Theory and application of internal combustion engines, turbines, and turbo jets to transportation.

469. Machine Tool Operation/(3). On demand.

The cutting and shaping of metals using the common machine tools of the school of industry.

470. Advanced Machine Tool Operation/(3). On demand.

Advanced laboratory practice in setting up and operation of standard and production type machine tools. Prerequisite: 6 hours of metal. Lecture one hour, laboratory five hours.

471. General Shop/(3).F;W;S.

The combining of the various unit shops into one physical setting. Development of course materials suitable for use in the types of general shops found in the public schools. Lecture one hour, laboratory five hours.

475. Problems and Processes of Industrial Arts/(1-3).F;W;S.

Individual research on problems determined by the student's need.

480. General Shop: Graphic Arts/(3).

On demand.

An analysis of techniques and laboratory practice in all areas of graphic arts. Areas include photo-offset lithography, letterpress printing, silk screen printing, block printing, and bookbinding. Lecture one hour, laboratory five hours.

481. Advanced Offset Lithography/(3).

On demand.

Advanced laboratory practice in composition, industrial photography, plate manufacturing techniques, and offset press set-up and operation. Lecture one hour, laboratory five hours.

482. Advanced Letterpress Printing/(3).

On demand.

Advanced laboratory practice in composition, make-ready, presswork, and finishing techniques, including special operations on the platen press and related technology. Lecture one hour, laboratory five hours.

483. Office Reproduction Techniques/(3).

On demand.

The study of the various methods modern businesses use to reproduce printed or duplicated copy. The course includes secretarial practices of cold type composition, offset lithography, electro-static printing and auxiliary operations.

Graduate Courses

504. Machine Design and Construction/(3). On demand.

The elements of machine design including the construction of a powered machine. Lecture one hour, laboratory five hours.

505. Industrial Tools and Processes/(3). On demand.

A survey of the basic materials, elements, and machines of industry to

develop an understanding of industrial nomenclature, methods, and processes. Lecture, demonstration, and field trips. Prerequisite: 6 hours of metal. Lecture one hour, laboratory five hours.

506. Electronics Component and Systems/(3). On demand.

A laboratory course largely devoted to the construction of electronic gear. Lecture one hour, laboratory five hours.

507. Industrial Electronics/(3).

On demand.

This course covers, through lecture, demonstration, and experiments, control devices such as thyratrons, relays, timing devices, synchros, and motor controls. Lecture one hour, laboratory five hours.

508. Digital Computer Circuits/(3).SS.

Through experimentation and demonstration, this course offers realistic practice with digital logic circuits; the application of digital computers in business; the arithmetic unit, memory elements, input-output devices, and the control element. Lecture one hour, laboratory five hours.

509. Transistor Workshop/(3).SS.

An intensive course devoted to the application of transistors and involving techniques of testing in regard to DC parameters and interpretation of transistor manufacturers' data sheets. Lecture one hour, laboratory five hours.

510. Industrial Arts for Elementary School Teachers/(3).SS.

Development of basic skills through elementary work in woods, metals, and other materials easy to obtain. Adaptation of work to classroom situations. Planning for creative work with limited equipment. Not open to majors in industrial arts. Lecture one hour, laboratory five hours.

512. Philosophy of Industrial Arts Education/(3).F;SS.

The philosophy of industrial education from its beginning in manual training through contemporary programs in industrial arts and vocational education.

513. Industrial Arts Curriculum Development/(3). On demand.

Planning and development of course content for the major areas of industrial areas, incorporating the prevailing philosophy and objectives of school systems.

514. Design and Equipping of Industrial Arts Facilities/(3).W;SS.

Factors of school shop planning, equipment selection, layout and arrangement, and architectural considerations.

517. Design Method and Techniques for Industrial Arts Laboratories/(3).S;SS.

The role of the project as a vehicle for learning. Preparation of instructional materials, record keeping, budget construction, and requisitioning of supplies.

520. Skill Development in Major Areas/(3-6). On demand.

Individual or group work in area competence. Technique and process in the craftsmanship of the transformation of materials. Prerequisite: Must have been admitted to candidacy.

521. Woodworking Jigs and Fixtures/(3). On demand.

The design and construction of jigs and fixtures for machines commonly found in industrial education shops. The use of common school shop machines for production by adapting them with jigs and fixtures and special cutters. Prerequisite: one wood and one metal class from Appalachian. Lecture one hour, laboratory five hours.

522. Specialty Woodworking/(3). On demand.

Wood carving on flat, turned, and curved surfaces. Inlaying with synthetic and

natural woods. Veneering flat and curved surfaces. Laminating with wood and veneer both flat and curved. Design of projects using the above. Lecture one hour, laboratory five hours.

526. Advanced Ceramics/(3).F;W;S;SS.

Individual problems in the advanced phases of ceramics design, production, and finishes. Lecture one hour, laboratory five hours.

527. Advanced Jewelry/(3).F;S.

Individual problems in the advanced phases of jewelry design, production, and finishes. Lecture one hour, laboratory five hours.

528. Advanced Leather/(3).F;W;S;SS.

Individual problems in the advanced phases of leather design, production, and finishes. Lecture one hour, laboratory five hours.

530. Special Problems in Industrial Education/(1-3).F;W;S.

Individual research. Areas to be determined by need, background, and interest. Prerequisite: Must have been admitted to candidacy.

531. Photo-Offset Lithography/(3). On demand.

Individual problems in the advanced phases of industrial photography, film and lithographic plate preparation, cold type composition, and offset press techniques.

533. Letterpress Printing/(3). On demand.

Individual problems in the advanced phases of hot-type composition, make-ready, die-cutting, finishing and letterpress techniques.

536. Problems in Bookbinding/(3). On demand.

Individual problems in the advanced phases of binding loose pages, pamphlets, magazines, and miscellaneous printed materials, with special emphasis on finishing and cover materials.

537. Silk Screen Printing/(3).
On demand.

Individual problems in the advanced phases of silk screening multicolor on various media using the techniques of

hand-cut, photo, and acid etching processes.

548. Independent Study/(1-6).F;W;S;SS.

550. Master of Arts Thesis/(6).
F;W;S;SS.

Department of Military Science

William T. Palmer, Chairman

The Army ROTC program has been developed to give college men training and experience in the art of organizing, motivating, and leading others. It includes instruction to develop self-discipline, physical stamina, and bearing—qualities that are an important part of leadership and that contribute to success in any career.

The first two years of military training in the Reserve Officer Training Corps are elective for all United States citizens, male or female students who pass Corps entrance requirements. These two years comprise the basic course, which is normally completed during the freshman and sophomore years. A student may attend Basic Summer Camp of six weeks duration following his sophomore year in lieu of attending the Basic Course.

During the junior and senior years, an Advanced Course is offered on a voluntary basis to those cadets meeting the necessary qualifications. Upon successful completion of the Advanced Course, which includes a six-weeks period of ROTC Summer Camp, each cadet is commissioned as a second lieutenant in the U.S. Army Reserve. Outstanding students designated as Distinguished Military Students may be selected for direct appointment in the regular Army.

A minor consists of 27 quarter hours in military science including 301, 302, 303, 350, 401, 402, and 3 quarter hours from 300 or 400 level courses in political science, psychology, or sociology. A quarter of student teaching may be substituted for the latter 3 hours.

Two, three, and four-year scholarships are offered by the Department of the Army. Further details are listed in the financial aid portion of this catalog.

Basic Course Requirements

A candidate for ROTC training must:

a. Be of good moral character.

- b. Be a citizen of the United States.
- c. Be able to graduate before 28 years of age.
- d. Be physically able to participate in the program of instruction.
- e. Be enrolled as a freshman at this institution.
- f. Meet other entrance requirements as determined by the department chairman, current Army regulations, and university policies.

A student who does not meet all of the above requirements should consult with the Department of Military Science to determine if waivers can be granted.

A waiver of attendance of MS I, MS II, and/or MS III may be granted for previous ROTC training or military service and upon application in accordance with the following:

- a. Active Military Service or Attendance at Services Academies
 - One Year Waiver of MS I and MS II
 - Additional Training As determined
 - by the PMS but not to exceed MS III
- b. Junior Division ROTC Training
 - Two Years Waiver of MS I
 - Three Years Waiver of MS I and MS II
- c. All Senior Division ROTC (Air Force, Army, and Navy) is equated on a year for year basis.
- d. Students with combinations of the above or with National Defense Cadet Corps training should consult with the department chairman to determine individual eligibility for waivers.

Texts and Uniforms

Basic course students do not receive monetary allowances. Texts and uniforms are furnished by the government. Students will be required to reimburse the government for loss of items of the uniforms or other equipment.

Advanced Course Requirements

A candidate must:

- 1. Have a minimum of two years remaining at the university.
- 2. Meet all other requirements for the Basic Course.
- 3. Meet medical requirements for Advanced Course.

4. Possess qualifications for becoming an effective Army officer.
5. Achieve a passing score on ROTC qualifying examination.
6. Have satisfactorily completed the Basic Course, received a waiver in lieu thereof, or have satisfactorily completed the Basic Summer Camp.
7. Have satisfactorily completed loyalty requirements.
8. Agree to enlist in the United States Army Reserve, accept a commission if offered, and serve two years on active duty if required.
9. Meet other requirements as determined by the department chairman, current Army regulations, and university policies.

A student who does not meet all of the above requirements should consult with the Department of Military Science to determine whether waivers can be granted.

Texts and Allowances

Each cadet enrolled in the Advanced Course receives subsistence pay at the rate of \$100.00 per month. In addition, he receives uniforms valued at \$100.00. Textbooks are furnished to all cadets. He is paid six cents per mile travel expense to and from summer camp. While at camp, he is paid at the rate of \$208.80 per month. The pay and allowances received while one is in the Advanced Course total approximately \$2,400.00.

Courses of Instruction in Military Science

(For a description of the notation used in the following list of courses, see p. 80.)

101-102. Military Science I, Basic Course/(2-2).F-W-S.*

Basic military subjects with emphasis on U.S. Army and ROTC organization, individual weapons and marksmanship training, U.S. defense establishment, evolution of weapons, principles of war, and objectives of national security and defense. Lecture two hours. Laboratory two hours.

*MS 101 can be taken either in the fall or winter quarter. Fall quarter is encouraged because more favorable weather allows a variety of outdoor laboratory activities such as rappelling and orienteering.

201-202-203. Military Science II, Basic Course/(2-2-2).F-W-S.

Use of maps and aerial photographs, American military history, and an introduction to small unit operations and tactics. Prerequisite: MS 101, 102 and Mathematics 101 (or equivalent) or permission of department chairman. Lecture two hours, laboratory two hours except in winter quarter.

248. Independent Study/(1-6).F;W;S.

301-302-303. Military Science III, Advanced Course/(3-3-3).F-W-S.

Leadership, military teaching principles, branches of the Army, small unit

tactics, communications, and precamp orientation. Prerequisite: Successful completion of MS I, MS II, selection by department. Lecture three hours, laboratory two hours except in winter quarter.

348. Independent Study/(1-6).F;W;S.

349. Instructional Assistance in Military Science/(1-2).F;W;S.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Grading will be on a satisfactory-unsatisfactory basis only. Prerequisite: Junior or senior standing.

350. ROTC Summer Camp Advanced Course/(9).SS.

Normally taken summer following junior year. Training conducted at designated U.S. Army installation. This training provides cadets with practical experience in leadership, military teaching, small unit tactics, weapon qualifications, and communications. To receive credit, a student must register and pay a fee at the university. Prerequisite: Successful completion of MS III.

****These courses comprise a flight training program. The U.S. Government will pay the expense for this training for qualified ROTC Cadets. Any student enrolled at Appalachian State University may take the courses provided he personally pays for the training.**

401-402. Military Science IV, Advanced Course/(3-3).F-S.

A study of operations, logistics, army administration, military law, role of U.S. in world affairs, service customs, and officer orientations. Characteristics, attributes, and responsibilities of commissioned officers. Fourth-year cadets normally serve as officers in cadet brigade. Prerequisite: MS 301, 302, 303. Lecture three hours, laboratory two hours.

403. Military Science IV, Flight Training-Ground School/(3).F.**

The course consists of 35 hours of ground instruction at an approved civilian flying school. Students must take the Federal Aviation Agency written examination.

**404. Military Science IV, Flight Training-Inflight Instructions/(2).
On demand.****

This course consists of 36½ hours of inflight instruction to include presolo, basic instruments, solo, and cross-country flying; final check by flight instructor and check by Federal Aviation Agency (FAA) Inspector. Upon successful completion of Military Science 403 and 404, students who are eligible may apply for a FAA private pilot's license.

Department of Music

Wayne M. Sheley, Chairman

The Department of Music is a member of the National Association of Schools of Music. The requirements set forth in this catalog are in accordance with the published regulations of the National Association of Schools of Music.

The objectives of the Department of Music are to provide: the best possible preparation of performers in different areas of music; teachers of music for the public schools and institutions of higher learning; training for the classroom teacher in the organizing and conducting of a well-balanced music program; music experiences and activities in which the music major as well as the general student can increase his skills, knowledge, and appreciation of music to contribute to the cultural tone of the university and community through the presentation of a variety of public programs and concerts.

Entrance Requirements and Placement Examinations for Freshmen

1. Applied Music: An audition is required of all entering freshman and transfer students.

The entrance requirements in the major performance medium are as follows:

VOICE: An acceptable voice and the ability to sing with accurate pitch and rhythm.

PIANO: The ability to perform major and minor scales and arpeggios and compositions of the difficulty of Bach, *Two-Part Inventions*; Beethoven, *Sonata Op. 49*; Chopin, *Mazurka, Op. 33*, No. 3.

INSTRUMENTS: A fundamental knowledge of the instrument including an acceptable method of producing tone; awareness of intonation problems; accurate rhythmic feeling; some contact with solo literature available for the instrument; the ability to play major, minor, and chromatic scales with the proper fingering.

Those who do not meet freshman standing must enroll in remedial level applied music until entrance requirements can be met.

2. Theory: Freshman and transfer students who plan to major in music take a placement examination to determine their general musical knowledge. Those who do not meet freshman standing must enroll in Music 100. For specific information write the department chairman.

Entrance Requirements and Placement Examinations for Graduate Students

All entering graduate music majors will demonstrate by examination their skills and abilities in music theory, music history and literature, performance major and music education where it applies. Any deficiency noted

may require courses or individual study in the area of the deficiency prior to admission to candidacy for the degree.

Degree Programs

The Department of Music offers programs under the Bachelor of Arts degree, the Bachelor of Music degree, and the Master of Arts degree.

A major in music leading to the Bachelor of Arts degree consists of 60 quarter hours above general education requirements, including 101-102-103, 180, 251, 252, 253, 351, 352-353, 12 quarter hours of applied music, and 12 quarter hours of ensembles.

A minor in music consists of 24 quarter hours above general education requirements, the courses to be selected in conference with the student.

The Department of Music offers a professional Bachelor of Music degree which offers a flexible curriculum that can be tailored to fit the needs of the individual student. Courses are available so that a student may prepare himself to pursue a career in several areas of the music profession or to prepare for graduate study. (The music education program leads to teacher certification.)

The student will select courses in consultation with an advisor who will seek to guide the student in choosing courses which will best serve his professional aspirations.

Basic requirements for the degree are:

General Education 55-64 q.h.

Professional Education (Music Education Program only) 38 q.h.

Applied Music 40-60 q.h.

At least 22 quarter hours must be earned in one performing concentration.

At least 12 quarter hours must be earned in ensemble.

Music Theory, Music History and Literature 50-65 q.h.

The student must complete 21 quarter hours in lower division theory, 3 quarter hours in music literature, 9 quarter hours in music history, 6 quarter hours in upper division theory, at least 2 quarter hours in basic conducting, and 6 quarter hours in upper division music literature.

A student must earn a total of at least 183 quarter hours, 110 of which must be completed in the Department of Music (83-84 quarter hours for music education majors).

Recommended courses of study for students desiring to pursue music education, a performance career in piano, organ, voice, one of the band or orchestral instruments, or other areas in the music profession will be supplied by the chairman of the Department of Music.

The Department of Music offers a Bachelor of Music degree with a specialization in music merchandising. This program is to serve musicians who wish to enter retail or wholesale merchandising, publishing, recording, instrument repair, or other phases of commercial music. Culminating the degree program is an internship with a commercial firm in which the student will receive on-the-job experience in the various aspects of the firm's operation. The program features a flexible curriculum, including courses in music (78 q.h.), business (21 q.h.), psychology (6 q.h.) and speech (6 q.h.). Exact requirements for this degree can be obtained from the chairman of the Department of Music.

A major in music leading to the Master of Arts degree in public school music consists of 33 to 39 quarter hours, including Music 500, 522, 529, and 531; Administration, Supervision and Higher Education 506 and 535 or 547; Counselor Education and Reading 456; and Psychology 455 or 501 or 502. The major leading to the Master of Arts degree in junior college teaching consists of 33 to 39 quarter hours, including Music 500, 522, and 531 and Administration, Supervision and Higher Education 542 and 544 or 545 or 574. The graduate student must demonstrate proficiency or take courses in music history and literature, theory, applied music, conducting, and music education.

Proficiency in Major (Principal) Performing Medium

During the senior year a music major will demonstrate satisfactory proficiency in his major (principal) performing medium: piano, voice, violin, clarinet, or other band or orchestral instrument. This may be done in one of two ways: (1) an individual recital or (2) a group recital with no more than three participants.

All music majors are required to attend a weekly performance seminar and each major is required to perform in the seminar at least twice during the academic year. At the discretion of the instructor, freshmen may be excused from performing.

Comprehensive Evaluation of Musicianship

Before a music major may be accepted for upper division work in music, he shall demonstrate satisfactory attainment in musicianship by examinations given by appropriate members of the music faculty. Failure to pass

the examinations will necessitate a re-evaluation by the entire music faculty before the student can be accepted unconditionally.

Recitals and Concerts

Student seminar and studio recitals are held each week to provide experience and poise in public performance. Seniors and other advanced students present individual or joint public recitals to provide further performance skills. Frequent concerts are given by faculty, various musical organizations, and visiting artists.

It is desirable that music majors, undergraduate and graduate, attend all concerts and recitals sponsored by the Department of Music.

Applied Music

Individual music instruction is offered in piano, organ, voice, and all orchestral and band instruments. Courses in applied music are required of all music majors and may be elected for General College credit by students not majoring in music.

Piano. The piano major or principal should develop the ability to sight read, play accompaniments in a musical manner, and perform representative works from all periods of music, from the pre-Bach to the present.

Voice. The voice major or principal should be able to sing on pitch and show musical aptitude. Study will include good posture, relaxation, diaphragmatic breathing, good diction and vocal exercises, and appropriate songs adapted to the student's needs.

Organ. Piano facility which satisfies the instructor is a prerequisite for study in organ. The study includes pedal scales, hymn playing, appropriate selections from the works of Bach, Mendelssohn, Franck, and Widor, as well as contemporary European and American compositions.

Brass and Woodwind Instruments. This study emphasizes proper breath control, embouchure, and position, as well as good tone production and intonation. Materials and literature will be chosen on the basis of the student's ability and progress.

String Instruments. The purpose of string instruction is to promote in the student the basic techniques of good intonation, clarity and refinement of fingering and bowing styles, and the development of tonal beauty. Emphasis is placed upon the importance of phrasing and interpretation.

Percussion Instruments. The student expecting to major in this area should have a background of the basic rudiments in snare drum and

sufficient experience and preparation of the other percussion instruments to play a standard band composition. The first year of study emphasizes the snare drum and the twenty-six rudiments along with suitable solo literature. The remainder of the time is devoted to the tympani and other traps and equipment, with the main emphasis placed upon the marimba.

Courses of Instruction in Music

(For a description of the notation used in the following list of courses, see p. 80.)

Applied Music (Secondary)/(1).

F;W;S;SS.

One 30-minute individual lesson and six practice hours a week. Remedial level applied music, those beginning with a zero, is designed for students below the freshman level and carries General College credit but no credit toward the music major. Each course offered every quarter.

Applied Music (Major-Principal)/(2-4).

F-W-S;SS.

Two 30-minute individual lessons or equivalent in individual and/or class lessons. Six practice hours per week for each quarter hour credit. Remedial level applied music, those beginning with a zero, is designed for students below the freshman level and carries General College credit but no credit toward the music major. Each course offered every quarter.

100. Elements of Music Theory/(3).F.

100 is designed for students below the freshman level and carries General College credit but no credit toward music major or elementary concentration in music. Lecture and demonstration five hours.

101-102-103. Basic Musicianship/ (4-4-4).F-W-S.

A course in the fundamentals of music integrating the basic materials and skills. Chord progression, altered

chords, seventh chords, cadences, non-harmonic tones, modulation, and secondary chord are approached through integrated avenues of writing, performing, and creating. Lecture and demonstration five hours.

121-122-123. String Class/(1-1-1).F-W-S.

A presentation of the fundamental principles involved in playing and teaching stringed orchestral instruments. Lecture and demonstration two hours.

125. Woodwind Class I/(1).F;W.

Group instruction in the fundamental principles of woodwind technique. Laboratory two hours.

126-127. Woodwind Class II/(1-1).S-F.

A presentation of the fundamental principles involved in playing and teaching each woodwind instrument. Prerequisite: Music 125 or equivalent. Lecture and demonstration two hours.

128-129-130 Voice Class/(1-1-1).F-W-S.

A presentation of the fundamentals of singing for teaching and performance. Lecture and demonstration two hours.

131. Brass Class/(1).F;W.

Group instruction in the fundamental principles of trumpet technique. Laboratory two hours.

132. Percussion Class/(1).F;W.

Group instruction in the fundamental principles of performance on the standard percussion instruments. Laboratory two hours.

133. Brass and Percussion/(1).S.

A presentation of the fundamental principles involved in playing and teaching each brass and percussion instrument. Prerequisites: Music 131 and 132 or equivalent. Lecture and demonstration two hours.

134-135-136. Piano Class/(1-1-1).F-W-S.

Group instruction in the fundamental principles of piano technique.

137-138-139. Guitar Class/(1-1-1).F-W-S.

Group instruction in the fundamental principles of playing the guitar. A special rental fee of \$9 is charged each quarter for the use of the guitar. Laboratory two hours.

204. Liturgies/(3).S.

A study of the history of worship in the Jewish, Eastern Orthodox, Roman Catholic, and Protestant traditions. Emphasis will be placed on the structure and form of worship with some creative opportunities in new forms. Offered 1974-75.

217. Introduction to Music/(3).

F;W;S;SS.

A nontechnical course designed for students with little or no musical background. Emphasis is placed upon listening to music and finding pleasure in it.

218. (Humanities) Music, Art and Ideas I/(3).F.

A survey course of an interdisciplinary nature dealing with the historical, religious, philosophical, and sociological aspects of art and music. The purpose of this course is to encourage students

to become more aware of the arts as a communication of human ideas and emotions. The theme of this course is the influence of the Christian Church on art and music. (Same as Art 218.) Prerequisite: Music 217 or Art 217.

219. (Humanities) Music, Art and Ideas II/(3).W.

A survey course of an interdisciplinary nature dealing with the historical, religious, philosophical, and sociological aspects of art and music. The purpose of this course is to encourage students to become more aware of the arts as a communication of human ideas and emotions. The theme of this course is man and his relationship to nature as revealed through art and music. (Same as Art 219.) Prerequisite: Music 217 or Art 217.

220. (Humanities) Music, Art and Ideas III/(3).S.

A survey course of an interdisciplinary nature dealing with the historical, religious, philosophical, and sociological aspects of art and music. The purpose of this course is to encourage students to become more aware of the arts as a communication of human ideas and emotions. The theme of this course is man and his relationship to man as revealed through art and music. (Same as Art 220.) Prerequisite: Music 217 or Art 217.

228-229-230. Advanced Voice Class/(1-1-1).F-W-S.

A continuation of beginning voice class, including appropriate vocal literature adapted to the student's individual needs and progress. Prerequisite: Music 128-129-130. Lecture and demonstration two hours.

248. Independent Study/(1-6).F;W;S;SS.

251. Renaissance/(4).F.

A study of the history and musical literature of the Renaissance (1450-

1600). The approach to the period is correlated with a study of modal counterpoint. Sight-singing and aural training will be taken from the literature of the period. Prerequisite: Music 103.

252. Baroque/(4).W.

The history and musical literature of the Baroque from about 1600 to 1750 with a correlated study of the 18th century counterpoint. Special emphasis is placed upon sight-singing and aural training from the literature of the era. Prerequisite: Music 103.

253. Classical/(4).S.

A detailed study of classical history and musical literature from the Rococo to the music of Beethoven. Form and analysis is introduced as a specific area of study. Sight-singing and aural training is based upon the literature of the period. Prerequisite: Music 103.

301-302-303. Music for Classroom Teachers/(2-2-2).F-W-S;SS.

These courses are designed to increase the musicianship of the prospective elementary teacher and to develop an adequacy in music teaching methods. Performance examinations will be given on all phases of work where required. Lecture and demonstration three hours. 301 is prerequisite for 302 and 303.

309. Piano Pedagogy/(3). On demand.

The teaching of piano with a study of various approaches in private and class methods; problems of setting up and operating a studio.

316. Conducting/(2).W.

A study of the fundamentals and techniques of conducting. Lecture and demonstration three hours.

317-318. Conducting Practicum/(1-1). F;W;S.

Supervised conducting experience of choral and/or instrumental ensembles.

321. Hymnody/(2).W.

A study of the hymn as it is used in the church's worship. An examination of the theology of the hymn texts as well as criteria for good hymn tunes will be presented. Offered in 1974-75.

322. Organ Literature and Service Playing/(3).F.

A survey of the main stream of organ literature. Laboratory experience in playing for services of worship, including chant accompaniment, hymn playing, anthem accompaniment, and simple improvisation.

348. Independent Study/(1-6).F;W;S;SS.

349. Instructional Assistance in Music/(1-2).F;W;S;SS.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Grading will be on a satisfactory-unsatisfactory basis only. Prerequisite: Junior or senior standing.

351. Romantic/(4).F.

The history and musical literature of the era from Beethoven to Brahms and his contemporaries. Advanced form and analysis, sight-singing, and aural training continued. Special emphasis is placed upon original composition in the style. Prerequisite: Music 253.

352. Post-Romantic and Impressionism/(4).W.

The last stages of Romanticism and the beginning of a new musical language is the area for study in this revolutionary period. Form and analysis and techniques of composition from this era have special emphasis. Prerequisite: Music 351.

353. Contemporary/(4).S.

The literature and techniques of representative composers since Impression-

ism. Emphasis is placed upon the compositional techniques of these composers. Prerequisite: Music 352.

**381. Intern Program in Music
Merchandising/(12).F;W.**

The internship will be done off campus, in the employ of a cooperating music dealer. The intern will receive compensation and will be responsible for certain duties in return for this. The cooperating dealer will give the intern exposure to all facets of the company operation, including sales calls to teacher-customers at their schools. The dealer will work closely with A.S.U. faculty evaluating the intern.

**391-392-393. Honors Independent Study
in Music/(3-3-3).F-W-S.**

403. Choral Arranging/(2).W.

The technique of arranging for school choral groups including the problems of voice range, quality, flexibility, stamina, and tessitura. Lecture and laboratory three hours.

404. Instrumental Arranging/(2).S.

A study of the instruments of the band and orchestra in regard to range, tone quality, and appropriate use in instrumental ensembles, including practice in arranging. Lecture and laboratory three hours.

**406. Fundamentals of Composition/
(3).F.**

A course in composition designed to provide writing experience in the important musical forms. Prerequisite: Music 103 or permission of instructor.

**407. Instrumental Solo Literature/(3).
On demand.**

A comprehensive study of the basic literature, including the aspects of style, idioms, and technical requirements.

**408. Vocal Solo Literature/(3).
On demand.**

A survey of solo literature with special attention given to the interrelations of poetic text, vocal line, and instrumental part. Emphasis will be placed on the stylistic and technical demands of the music as well as on musical accuracy.

416. Senior Recital/(0,1 or 2).F;W;S.

One hour credit for half-recital. Two hours credit for full recital. Performance majors may sign up for 0 credit only.

**417. Instrumental Pedagogy/(3).
On demand.**

Focus on the application of effective pedagogy in the applied area. Includes survey of research in teaching, observing, and practicum with private students.

418. Vocal Pedagogy/(3).On demand.

A study of the teaching of the fundamentals of voice production and materials and its presentation to individuals and groups. Observation and practicum with students.

**419. Organization and Philosophy of
Church Music/(3).W.**

Organizational principles of a comprehensive church music program. A brief study of the philosophy of the art form of music and how it relates to theological concepts will be presented.

**421-422-423. Church Music Field Work/
(1-1-1). On demand.**

The student will be responsible for all or part of a music program in an organized local church. Periodic visits to the church will be made by the professor, who will attend rehearsals or services and evaluate the student's work. Private or group conferences will be held with the professor, who will give guidance to the student.

424-425-426. Supervised Piano Teaching/(2-2-2). On demand.

Supervised individual instruction under the direction of one of the piano faculty for three quarters. One hour seminar and two hours practicum. Required for piano pedagogy majors. Prerequisite: Music 309.

451. Choral Literature/(3).S;SS.

A study of choral literature for mixed chorus, girls' glee club, boys' glee club, small ensembles, and church choirs.

452. Piano Literature/(3). On demand.

The study of the literature for piano from the pre-Bach to the present day through performance, analysis, and recordings.

453. Concert Band Literature/(3). On demand;SS.

A study of the development of the Wind Band and its literature. Significant original compositions and transcriptions with emphasis on 20th century works.

454. Problems in Elementary School Music/(3).S;SS.

Music teaching in the primary and grammar grades; research and demonstrations of methods of teaching elementary school children.

455. Instrument Repair and Adjustment/(3).W;SS.

The repair and care of string, wind, and percussion instruments.

456. Opera Literature/(3). On demand; SS.

Operatic development and literature from the Baroque period to the present day. Representative works will be studied visually and aurally. Attendance at live performances required.

457. Chamber Music Literature/(3). On demand;SS.

Instrumental ensemble music from the early 18th century to the present, with special emphasis on the development of the string quartet as a musical form.

458. Symphonic Literature/(3). On demand;SS.

A comprehensive study of the development of the symphony from the Mannheim school to the present through analysis of selected works.

459. Advanced Instrument Repair/(3).S;SS.

This course will be offered on a contract basis. Each student will contract to do one or more specific projects. Some examples of project repair areas are (1) woodwind adjustment and problem solving, (2) flute repair, (3) saxophone repair, (4) oboe and bassoon repair, (5) metal work and soldering. Prerequisite: Music 455.

460. Band Pageantry/(3).W;SS.

A study of the fundamentals of marching, precision drilling, formations, and maneuvering; the planning of football shows and parades.

461. Piano Workshop/(3).SS.

462. Instrumental Workshop/(3).SS.

469. Music Education Workshop/(3).SS.

An intensive course in modern methods of music education for superintendents, principals, supervisors, music teachers, classroom teachers, and physical education teachers.

470-471-472. Field Studies in Elementary Music Education/(3-3-3).F-W-S.

An examination of the basic methods, materials, activities, and techniques of music education, designed to develop those competencies necessary to carry

forward a music program in the public schools. Aimed specifically toward selected in-service classroom teachers who possess some knowledge of and interest in music.

491. Honors Project in Music/(3).F;W;S.

Graduate Courses

**500. Bibliography and Research/
(3).F;SS.**

A study of bibliographical problems, types of research, and organization and reporting of research. Required in the first quarter of all beginning graduate music students.

501. Survey of Music to 1600/(3).F;SS.

A study of the development of music from that of the ancient Greeks through that of the Renaissance.

**502. Music of the Baroque Era/
(3).W;SS.**

A comprehensive study of the music of western civilization during the Baroque Era, from the Camerata through Bach and Handel.

**503. Music of the Classic and Romantic
Periods/(3).S;SS.**

A comprehensive study of the music of western civilization during the Classic and Romantic periods, from the Mannheim school through Wagner.

**504. Music of the Twentieth Century/
(3).S;SS.**

A comprehensive study of contemporary music from Impressionism and Realism to the present day.

505. Advanced Conducting/(3).W;SS.

Emphasis upon the critical examination of both choral and instrumental scores, with development of conducting skills necessary in securing the desired effects.

506. Analytical Technique I/(3).F;SS.

A comprehensive review of theory and the development of techniques for analysis of music from the Baroque to Mozart through counterpoint, melodic structure, harmony, and form. Five hours per week.

**507. Analytical Technique II/(3).
SS. (On demand.)**

A continuation of Music 506 from Beethoven to early contemporary. Five hours per week.

**510-511-512. Applied Music/
(1-1-1).F-W-S;SS.**

One 30-minute individual lesson and six practice hours a week. Before being admitted to graduate standing in applied music, the student must demonstrate a graduate level of performance before a music faculty committee.

**513-514-515. Applied Music/
(2-2-2).F-W-S;SS.**

Two 30-minute individual lessons and twelve practice hours a week. Before being admitted to graduate standing in applied music, the student must demonstrate a graduate level of performance before a music faculty committee.

**516. Music Activities in the Elementary
School/(3).F;SS.**

Designed for the classroom teacher and covering a five-point program for children; singing, playing, creating, listening, and rhythmic activities.

517. Music in Secondary Schools/(3).SS.

A study of the function and role of general music in modern secondary schools, including music curriculum problems, instructional materials, and methods.

518. American Music/(3).SS.

The development of American music from the Puritan psalm singers to con-

temporary jazz with particular attention given to those musical concepts and practices which are distinctly American.

519. String Pedagogy/(3).SS.

Fundamental principles in playing and teaching orchestral stringed instruments. Designed for the graduate student who has had little or no training in strings but who wishes to prepare himself for beginning string work.

520. Woodwind Pedagogy/(3).SS.

Survey of techniques, practices, and materials for teaching the woodwind instruments.

521. Brass Pedagogy/(3).SS.

Survey of techniques, practices, and materials for teaching the brass instruments.

Music Performing Groups

A major in music must participate in instrumental and/or choral organization for a minimum of eleven quarters. He may participate in more than one ensemble each quarter but may not receive more than 11 elective quarter hours toward graduation for participating in ensembles.

170. Marching Band/(1).F;W.

The marching band functions in cooperation with the athletic program during the fall and winter quarters. It appears in pep rallies, all home games, parades, and at several away games. Membership is open to all students who play band instruments. The band usually meets for several days prior to the opening of fall quarter. All students interested in performing should write to the band director. Majorette tryouts are held in the spring prior to the fall term. Rehearsal time is five hours in the fall and two hours in the winter.

171. Symphonic Band/(1).W;S.

The Symphonic Band is open to all students who have had experience in

522. Graduate Ensemble/(0).F;S;SS.

Participation in one of the instrumental or choral ensembles.

529. Organization and Supervision of School Music/(3).W;SS.

The responsibilities of the music supervisor in relation to the classroom teacher, the music teacher, and the school administration. (Same as Secondary Education 529.)

531. Seminar in Music/(3).F;SS.

A review of the philosophy and practice in music education; reading of current studies, articles, books.

548. Independent Study/(1-6).F;W;S;SS.

**550. Master of Arts Thesis/(6).
F;W;S;SS.**

playing band instruments. The group plays standard literature and presents two concerts each year on campus. Rehearsal three hours.

172. University Singers/(1).F;W;S.

The singers accept students who read music and sing well. Auditions are open to all students. Emphasis is placed on fine choral literature of all periods, with particular emphasis given to the works of outstanding composers. A major oratorio or opera is presented each year, and concerts are given locally and throughout the state.

173. Women's Glee Club/(1).F;W;S.

The Women's Glee Club is open by audition to all women students who desire to sing. Rehearsals two hours.

**174. University Symphony Orchestra/
(1).F;W;S.**

The orchestra is open to all students who have ability and experience in playing any orchestral instrument. Emphasis is placed on securing good ensemble as well as the technical, dynamic, and interpretive demands of the compositions performed. The orchestra appears in concert several times during the year. Rehearsals three hours with additional sectional rehearsals.

175. Chamber Singers/(1).F;W;S.

A select group of twelve voices who sing madrigal literature of the 16th century and the chamber literature of all styles. Selection is based on audition. Rehearsal two hours.

176. Piano Ensemble/(1).F;W;S.

Supervised study and performance of duo-piano literature. Rehearsals two hours.

177. Men's Glee Club/(1).F;W;S.

The Men's Glee Club is open to all men students who desire to sing and may be elected for credit or as extra-curricular activity. Rehearsal two hours.

178. Accompanying/(1).F;W;S.

Supervised study of accompanying vocal and instrumental soloists. Rehearsal three hours.

179. Small Ensembles/(1).F;W;S.

Small Ensembles are open to all qualified students upon audition. Typical ensembles are the brass choir, clarinet choir, stage band, string quartet, and baroque ensemble. Rehearsal two hours.

180. Performance Seminar/(0).F;W;S.

A weekly seminar in solo recitals covering all aspects and problems of public appearances. Required of all music majors.

181. Piano Repertoire/(1).F;W;S.

A studio class in which participants gain poise in performance and broaden their knowledge of the literature of the instrument. One hour.

182. Vocal Repertoire/(1). On demand.

The study of the art song and solo materials from operas, cantatas, and oratorios through observation, performance, analysis, and study of the historical background of music from the 17th century to the present.

183. Italian Diction/(1). On demand.

The principles and practice of Italian pronunciation in singing.

184. Wind Ensemble/(1).F;W;S.

Membership in the Wind Ensemble is limited to wind and percussion players who have attained the highest level of performing ability. This normally includes music majors primarily, although nonmajors can qualify. The group performs twice each year on campus and occasionally tours to schools in North Carolina and surrounding states. Rehearsal three hours.

185. Stage Band/(1).F;W;S.

This group is open to all students by audition. Emphasis is placed on developing a variety of popular music styles. Concerts are given on the campus and occasionally at schools off campus. Rehearsal two hours on Monday nights.

186. Chamber Orchestra/(1).F;W;S.

The Chamber Orchestra is open to qualified students who have the ability and experience to perform music literature of the most select and demanding type. Due to the small size of the ensemble, each musician must be prepared to play solo passages. The group appears in concert each quarter. Rehearsal three hours.

Department of Speech

Charles E. Porterfield, Chairman

The objectives of the Department of Speech are to prepare those who are planning careers as teachers in the areas of speech communication or theatre; to prepare those interested in a career in broadcasting; to provide a broad background of information and develop speech skills needed by those students planning to enter other professions; to provide for the university community the cultural influence and entertainment of good theatre, debates and discussions of current issues, and the informative and entertaining programs of radio.

The Department of Speech offers a diversified program of courses in the areas of drama, public address, radio and television broadcasting, and oral interpretation. The department supports a cocurricular program including competitive intercollegiate forensics, the University Theatre, and the ASU Radio Station, WASU. Also, the department activity supports student organizations which are related to speech, such as Appoliday Players, Alpha Psi Omega Dramatics Society, Forensics Union, and Pi Kappa Delta Forensic Society. Speech majors are expected to participate in dramatics, forensics, and broadcasting activities.

A minor in speech consists of 21 quarter hours above the 100 level and must include 201, 206, 255, 308, and 9 quarter hours in speech electives.

For the Bachelor of Arts degree with concentration in general speech, a major consists of 46 quarter hours above the 100 level. This must include: 201, 202, 205, 206, 215, 255, 308, 309, 480, 481, 482; Psychology 303, 320, 451; Sociology 320, 340.

For the Bachelor of Arts degree with concentration in theatre, a major consists of 48 hours above the 100 level. This must include: 202, 203, 206, 208, 209, 210, 302, 306, 310, 311, 312, 314, 464; 6 quarter hours from English 475, 483, or 484; 1 quarter hour from Physical Education 127 or 205; and 3 quarter hours of Speech 300.

For the Bachelor of Science degree and certification as a teacher of speech, a major consists of a minimum of 55 quarter hours above the 100 level. This must include: 201, 203, 205, 206, 208, 215, 255, 301, 302, 308, 309, 310 or 311 or 312, 475, 480, 481, 482; and, 3 hours from Psychology 303, 320, 451, or Sociology 320, 340; and Human Resources 260 and 262.

Courses of Instruction in Speech

(For a description of the notation used in the following list of courses, see p. 80.)

010. Speech Laboratory/(0).F;W;S;SS.

Instruction in pronunciation, articulation and voice; therapy for students with problems of speech; speech-reading lessons for students with hearing loss.

101. Introduction to Speech Communication/(3).F;W;S;SS.

Introduction to the theory and practice of speech communication. Upon satisfactory completion of the course the student will be declared speech proficient.

201. Public Speaking/(3).F;W;S;SS.

The principles of effective public speaking; preparation and presentation of different types of speeches.

202. Voice and Diction/(3).W;S.

Instruction and practice in voice production and articulation; analysis of regional speech differences and standards.

203. Fundamentals of Acting/(3).F;SS.

Study of breath, voice, and body control, and the physical preparation necessary for acting.

205. Argumentation and Debate/(3).F.

A study of the principles of argumentation and debate; analysis briefing, evidence, reasoning, and refutation; class debating on vital questions.

206. Interpretative Reading/(3).W.

Oral interpretation of literature.

208. Play Production/(3).F.

An introduction to the technical problems of play production; survey of scene design and construction, lighting, makeup, and costuming. Current college theatre production used as a demonstration workshop.

209. Scene Design and Construction/(3).W.

Elementary application of design principles to scenic design, basic construction techniques; current production used as a workshop.

210. Stage Lighting/(2).S.

A study of the use of conventional lighting instruments in play production, color in light design, lighting in the round and outdoor theatres; current production used as a workshop.

215. History and Development of Broadcasting/(3).F;W.

Study of the history and development of radio-television with emphasis on technical, economic, legal, and social aspects.

216. Introduction to Broadcasting Procedures/(3).W.

Radio broadcast procedures; program types and standards; laboratory practice in radio speaking; production of programs for the Appalachian Radio Workshop.

217. Introduction to Theatre/(3).F;W;S;SS.

A nontechnical course for students with little or no theatrical background. A survey of all phases of the theatre.

218. Radio and Television News Reporting/(3).S.

News gathering, research, writing, and presentation in the electronic mass media. A foundation in news ethics plus concentration on news style and technique for effective presentation.

248. Independent Study/(1-6).F;W;S;SS.

255. Introduction to Persuasive Speaking/(3).W.

Survey of the theories of persuasive speaking and audience analysis. Practice in the preparation and delivery of speeches to persuade. Prerequisite: Speech 201, 205 or permission of instructor.

300. Speech Activities/(1).F;W;S.

A student may earn one hour of credit for every three quarters of participation in the following activities: forensics, interpretation, radio, and theatre. Although more hours may be earned, only four may be counted toward graduation requirements. Make arrangements through department chairman prior to registering.

301. Classical Rhetoric/(3).F.

Study of the foundations and development of rhetorical theory during the classical period. Special emphasis is given to Plato, Aristotle, Cicero, and Quintillian.

302. Play Directing/(3).W;SS.

Directing techniques for proscenium theatre, including coaching the actor, problems in educational theatre, analysis of scripts, and theories of directing. Each student will direct at least one scene or a one-act play.

306. Acting II/(3).W.

The study of the psychological and interpretative approach of the actor toward the various styles of acting; studio production of scenes. Prerequisites: Speech 203 and/or by permission of the instructor.

308. Discussion and Conference Techniques/(3).F.

Theory and principle of group processes as they are used in democratic decision making. Practice in organizing,

leading, and participating in various forms of discussion and conference.

309. Parliamentary Procedure/(1).F.

History of parliamentary procedure. Function of parliamentary practice in a democratic society. Study of how to create a new organization with a constitution, bylaws, and standing rules. How to conduct a meeting, keep motions in proper order, discuss an issue, vote.

310. History of World Theatre I/(3).F.

The study of theatre styles and plays from the Greek theatre through 1576.

311. History of World Theatre II/(3).W.

The study of theatre styles and plays from 1576 to the end of the 19th century.

312. History of World Theatre III/(3).S.

The study of theatre styles and plays in the 20th century.

314. Play Production II/(3).S.

An analysis of color, line, shape, and materials involved in scenery and costuming. Prerequisite: Speech 208 or by permission of instructor.

315. Writing for Radio and Television/(3).F.

An introduction to the fundamentals of broadcast script writing for documentaries, commercials, adaptations, and creative dramatics for radio and television.

316. Radio and Television Program Production/(3).S.

Types of programs; practice in casting and producing radio and television programs; use of music, sound effects. Prerequisite: Speech 315 or permission of instructor.

**317. Broadcasting in the Public
Interest/(3).W.**

A study of government regulating agencies and public interest concepts affecting the broadcast industry and public-at-large.

348. Independent Study/(1-6).F;W;S;SS.

**349. Instructional Assistance in Speech/
(1-2).F;W;S;SS.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Grading will be on a satisfactory-unsatisfactory basis only. Prerequisite: Junior or senior standing.

**351. Business and Professional
Speaking/(3).W.**

Basic principles of oral communications applied to the speech needs encountered in the business and professional world. Special emphasis on interviewing, conference speaking, and manuscript speaking. Not open to speech majors.

400. Special Topics/(1-3).F;W;S;SS.

A program involving advanced study, a research or creative project, and writing. Adapted to serve students who have exceptional interests. The proposals for this work must be approved by the instructor and the chairman of the department prior to registration. May be repeated for a maximum of 6 hours.

406. Advanced Oral Interpretation/(3).S.

A study of programming, story telling, reading of drama with emphasis on characterization, and Readers Theatre. Prerequisite: Speech 206 or consent of instructor.

**415. Broadcast Programming and
Management/(3).S.**

A seminar approach to contemporary programming techniques for broadcast-

ing including programming analysis, development, and implementation in real and hypothetical situations. Emphasis on management functions of audience analysis, selection of formats, financial considerations, engineering problems, and personnel planning.

416. Advanced Radio Production/(3).F.

Primary focus on actual lab production of radio scripts and documentaries for broadcast on the university radio station. Prerequisite: Speech 415.

456. Creative Dramatics/(3).

On demand.

A course designed to aid the potential teacher in using drama as a creative teaching technique. Practice in selecting and acting out stories and poems.

**462. Educational Theatre Techniques/
(3). On demand.**

Designed to teach practical production techniques to those who produce plays in high schools and junior high schools.

463. Acting III/(3).S.

An in-depth study of the creating of a role and analysis of character. Prerequisite: Speech 203, 306 and previous participation in at least one production of the University Theatre and/or by permission of the instructor.

464. Advanced Play Directing/(3).W.

Study of how to correlate the director's analysis of the script with the playwright's intention, the stage facilities and the actor. Forms of theatre presentation other than proscenium will be explored. Prerequisite: Speech 203, 302, and 306, and participation in at least one University Theatre production, or with the permission of the instructor.

**470. Theatre Organization and
Management/(2).F.**

A study of the business procedures in the theatre including box office, pub-

licity, and the handling of the house. Laboratory work in these areas on current productions. On demand.

475. Modern Forensic Program/(3).

On demand.

Designed to prepare students to conduct a forensic program including planning, coaching, and judging at the secondary level.

479. Speech Composition/(3).

On demand.

Intensive practice in composition and delivery of various types of speeches for different occasions. Emphasis on speech structure and oral style.

480. Communication Theory/(3).F.

Treats listening theory, discussion theory, general semantics, the philosophy of measurement and new dimensions in speech as reported in the literature of the field.

481. History and Criticism of American Public Address—I/(3).S.

A critical study of American speakers from the Revolutionary period to 1865. Emphasis is given to the rhetorical craftsmanship exhibit in the speeches and the affect of the speeches upon American history. Offered 1974-75.

482. History and Criticism of American Public Address—II/(3).S.

A critical study of American speakers from 1865 to 1920. Emphasis is given

to the rhetorical craftsmanship exhibited in the speeches and the affect of the speeches upon American history. Offered 1974-75.

503. Rhetorical Theory/(3). On demand.

Study of classical, medieval, and modern rhetorical theoreticians from Corax to Whately.

520. British Public Address/(3).

On demand.

Historical-critical study of leading British speakers from Pitt to Churchill with emphasis upon how their speaking affected English history.

522. Contemporary Public Address/(3). On demand.

Critical analysis of outstanding speakers of the 20th century with special reference to the influence of their rhetoric on the issues of the period.

530. Linguistic Foundations of Speech/(3). On demand.

Study of structural linguistics, the evaluation of language, and the theories of the development of spoken language in the race.

534. Semantics/(3). On demand.

Study of the psychology of meaning in language with special reference to emerging disciplines and theories.



The Division of Human Resources

Benjamin L. Brooks, Director

The Division of Human Resources has as its primary function the more efficient delivery of pre-service and in-service training to individuals pursuing a career in the area of habilitation. To accomplish this objective, the division has become an interdisciplinary unit encompassing the programs of special education, speech pathology, and vocational rehabilitation. Other areas, as the need arises, will either be added or formed in a joint co-operative manner with existing programs.

A secondary function is to provide direct community services through divisional resources and through cooperative ventures with areas such as the Division of Community and Regional Services. The specific objectives of the division are:

1. To train professional and supportive personnel to deliver habilitative and technological services to the handicapped.
2. To establish an interdisciplinary developmental evaluation center as an integral component of the division; to be planned, implemented, and maintained by divisional members, faculty members from related areas and personnel from local and regional service areas.
3. To provide an administrative unit encompassing related areas.
4. To provide appropriate and necessary direct and indirect services to the communities within the university regions.

Degrees Offered

Degrees granted upon completion of programs offered by the Division of Human Resources will be awarded in cooperation with and by the existing colleges in the university. The division offers concentrations in the areas indicated below. The programs, degrees and colleges awarding these degrees are as follows:

Emotional Disturbance	B.S., M.A.	College of Education
Mental Retardation	B.S., M.A.	College of Education

Speech Pathology	B.S., M.A.	College of Fine and Applied Arts
Vocational Rehabilitation	B.A., M.A.	College of Arts and Sciences
Secondary Special Education	B.S.	College of Education
Habilitative Science	B.S.	College of Education
Learning Disabilities	M.A.	College of Education
Educational Leadership (concentration in Supervision of Special Education)	Ed.S.	College of Education

To be admitted to the Division of Human Resources as a candidate for a baccalaureate degree a student must:

1. Meet the minimal criteria for entrance into a degree granting college (i.e., have completed at least 90 quarter hours, have a quality-point ratio of 2.00 and have completed English 100, 110, 120).
2. Be accepted into one of the areas of concentration offered within the division.
3. Have an approved program of studies (i.e., a checklist) which has been approved by the degree granting college.

Undergraduate Programs of Study

A student may earn an undergraduate minor which generally consists of 21 hours of credit from courses offered by the Division of Human Resources. Each minor is individually designed by the student and the coordinator of a specific area of interest within the division. A minor will be contracted for prior to the senior year or the last three quarters of residence at Appalachian State University.

Core courses required for all majors in the Division of Human Resources include: Human Resources 271, 370, 390, 473, 474, and 477. For students seeking certification on a K-12 basis the following is required: Psychology 301, 302, 303; 3 quarter hours of Childhood Education 301 or Secondary Education 304 (special sections of these courses are offered for those being certified on a K-12 basis); 3-6 quarter hours of method courses; 15 quarter hours of student teaching; and 3 quarter hours of electives in courses offered by the College of Education which are to be selected in consultation with the director of the area of specialization.

Teacher preparation in the area of mental retardation must include, in addition to the core courses: Human Resources 200, 260, 262, 371, 372,

373, 374, 375, 460, 470, 471, 475; Counselor Education and Reading 456; Music 301, 302; and Art 201.

Teacher preparation in the area of emotional disturbance must include, in addition to the core courses: Human Resources 260, 262, 374, 375, 460, 475, 480, 481; Psychology 364, 450, 452; Sociology 304, 310; Administration, Supervision and Higher Education 490; and Counselor Education and Reading 456, 484.

A concentration in habilitative science consists of an individualized program of study that meets the student's particular career objectives in the area of human resources. Any student in consultation with an advisor and with the permission of the director's office, may elect to adopt the concentration with a minimum of 54 quarter hours plus the divisional core (teacher preparation is optional).

Any student in consultation with an advisor and with the permission of the director's office may elect to adopt a major in secondary special education with a minimum of 24 quarter hours, consisting of courses selected to fit his particular career objectives. In addition to the concentration, the student must complete the divisional core plus the necessary professional education requirements.

In cooperation with the Department of Psychology a concentration in vocational rehabilitation will be planned for the student to meet his individual needs. The student must enroll for the divisional core as well as Human Resources 391, 392, 490 and 491 in addition to the course of study outlined by his advisor.

For the Bachelor of Science degree and certification in speech pathology (speech and hearing), a major consists of 55 quarter hours above the 100 level. This must include: Human Resources 260, 261, 262, 263, 360, 361, 362, 363, 364, 366, 460, 461, 462, 469 (6 q.h.) and a minimum of 10 quarter hours from other areas in the Division of Human Resources, in addition to the divisional core program and the necessary professional educational courses.

Meeting graduation requirements is the student's responsibility.

Graduate Programs of Study

The Division of Human Resources participates with the College of Education in the field-based master's degree program. Consult the Office of the Division of Human Resources for further details.

A program of study in learning disabilities leading to a Master of Arts degree in special education consists of 54 quarter hours in courses numbered above the 400 level and must include: Human Resources 460, 472, 474, 475, 476, 477, 478, 479, 500, 572, 573, 574, 576, 577, 578, and 579. Prerequisite to entering this program is a baccalaureate degree in elementary education, secondary education, special education, or speech pathology.

A program of study in emotional disturbance leading to a Master of Arts degree in special education consists of a minimum requirement of 54 quarter hours to include Human Resources 500 and a practicum. Consult the Office of the Division of Human Resources for further details.

A program of study in mental retardation leading to a Master of Arts degree in special education consists of a minimum requirement of 54 quarter hours to include Human Resources 500 and a practicum. Consult the Office of the Division of Human Resources for further details.

A graduate program leading to a Master of Arts degree in speech pathology is offered. To enter this program a student must have completed a minimum of 18 quarter hours in courses acceptable toward certification by the American Speech and Hearing Association. To receive this degree the applicant must meet the academic requirements for certification by A.S.H.A. This stipulation may require a student to take more than 45 hours including a thesis or 54 hours without a thesis. Consult the Office of the Division of Human Resources for further details.

In cooperation with the Department of Psychology, a Master of Arts degree in vocational rehabilitation is offered. This concentration in the area of vocational rehabilitation is an individualized program of study designed to meet the student's particular career objectives.

In cooperation with the Department of Administration, Supervision and Higher Education the Specialist in Education degree is offered in education. The student should contact the Chairman of the Department of Administration, Supervision and Higher Education or the Director of Human Resources for a printed program of studies.

Courses of Instruction in Human Resources

(For a description of the notation used in the following list of courses, see p. 80.)

**200. Orientation to Special Education/
(1-3).F;W;S.**

A sophomore practicum for prospective teachers in which the student spends five or more hours a week serving as a teacher's assistant in a school and attends a planned seminar on the campus once a week. Elective—all majors. Offered on a satisfactory-failure basis only.

248. Independent Study/(1-6).F;W;S;SS.

**260. [Speech 304] Speech Pathology
Survey/(3).F;W;S;SS.**

A study of the logical structures of speech pathology. Includes an introduction to speech, language, and hearing pathologies with a survey of basic etiological theories, evaluation procedures, habilitation procedures, and client management.

**261. [Speech 501] Communication Science
I: Communication Development/(3).
F;S;SS.**

A study of normal speech, language, and hearing development. Concentration on developmental norms in the infant and preschooler. Includes specific evaluation and measurement techniques.

**262. [Speech 305] Communication Science
II: Orthography/(3).F;W;S;SS.**

A study of traditional orthographic systems concentrating on basic phonics and phonics with specific emphasis on clinical and classroom applications of the International Phonetic Alphabet and an introduction to the Initial Teaching Alphabet, Manual Spelling, Phonics, and D.

**263. [Speech 476] Communication Science
III: Communications Anatomy and
Physiology/(3).S.**

A concentrated study of the specific anatomical and physiological processes

involved in verbal and auditory communication. Concentration on the biological and neurological foundations of speech and hearing.

**271. [Childhood Education 320] Introduc-
tion to Exceptional Children and
Adults/(3).F;W;S;SS.**

An overview of the various types of exceptional children: impaired and gifted. Emphasis on characteristics, identification, educational programming, and cooperating agencies.

348. Independent Study/(1-6).F;W;S;SS.

**349. Instructional Assistance in Human
Resources/(1-2).F;W;S;SS.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Grading will be on a satisfactory/unsatisfactory basis only. Prerequisite: Junior or senior standing.

**360. [Speech 307] Communication Science
IV: Electroacoustics/(3).F.**

A study of basic electroacoustic theory and instrumentation. Concentration on speech and auditory signal acoustics and the instruments employed in evaluating, storing, and retrieving these signals.

**361. Communication Science V:
Measurement/(3).W.**

Specific measurement techniques employed in clinical research, habilitation, and client data storage and processing. Concentrates on basic cognitive and behavioral measurement techniques specific to management of speech, language, and hearing pathologies.

**362. Communication Disorders Evalua-
tion: Speech, Language, and Hearing/
(1-3).F;W;S;SS.**

Specific lectures, demonstrations, and practicum experience in the evaluation and diagnosis of speech pathologies. A minimum of fifteen clock hours required in practicum.

363. [Speech 450] Communication Disorders Habilitation I: Articulation/(3).W;S.

A concentrated study on the biological and physiological theories related to the etiology, evaluation, and habilitation of articulation disorders. Concentration on developing specific behavioral competencies in the employment of diagnostic and therapy techniques.

364. [Speech 457] Communication Disorders Habilitation II: Phonation and Resonance/(3).F.

A concentrated study on the biological and physiological theories related to the etiology, evaluation, and habilitation of voice, cleft palate, hypo and hypernasal speech disorders. Concentration on developing specific behavioral competencies in the employment of diagnostic and therapy techniques. (Meets A.S.H.A. B-1.) Prerequisite: HR 361 or instructor's permission.

366. [Speech 458] Communication Disorders Practicums: Clinical/(1-6).F;W;S;SS.

Supervised clinical practice in the evaluation of preschool, school age, and adult communicative disorders. Practicums are located in the Speech and Hearing Clinic and in allied health and educational centers. For each quarter hour of credit, thirty clock hours of practicum experiences are required.

370. [Childhood Education 371] Introduction to Mental Retardation/(3).F;W;S;SS.

A concentrated study of the individual who is mentally retarded with regard to his characteristics, behavior, and general nature and needs in the home, community, and learning environment.

371. [Childhood Education 321] Educable Mentally Retarded/(3).F;W;S;SS.

Characteristics and problems of children in the upper levels of retardation. Survey of studies in regard to causa-

tive factors, community and educational problems and diagnosis. Prerequisite: HR 271.

372. [Childhood Education 322] Trainable Mentally Retarded/(3).F;W;S;SS.

Classification, diagnosis, characteristics, education, and care of children in the trainable range of intelligence. Includes a study of institutional care. Prerequisite: HR 271.

373. [Childhood Education 323] Curriculum for the Mentally Retarded/(3).F;W;S;SS.

Curriculum development at different levels of maturation, organization, planning; adaptation of activities, materials, and methods. Prerequisite: HR 271.

374. [Childhood Education 372] Diagnostic-Prescriptive Teaching/(10).F;W;S.

A concentrated course dealing with specific teaching techniques or academic subjects for the exceptional child. Academic areas to be covered include arithmetic, reading, art, music, physical activities and recreation, social studies, general health and grooming, and therapeutic arts and crafts.

375. [Childhood Education 474] Methods and Materials for Exceptional Children/(3).F;W;S;SS.

An intensive study and demonstration course dealing with the interpretation, design, development, and implementation of methods and materials which are used in special education.

390. [Psychology 375] Rehabilitation Services Program/(3).F.

A study of the historical development of vocational rehabilitation. Emphasis placed on the conceptual, philosophical, and legal aspects of the vocational rehabilitation program. (Same as Psychology 390.)

391. [Psychology 376] The Rehabilitation Process/(3).W.

The concept of counseling in rehabilitation. The basic aspects of human growth and behavior; counseling definitions and theories. (Same as Psychology 391.)

392. [Psychology 377] Medical Aspects of Disability/(3).S.

Medical aspects of physical and emotional disabilities in relation to the rehabilitation processes. (Same as Psychology 392.)

460. [Speech 460] Communication Disorders Habilitation III: Language/(3).F;W;S;SS.

Concentrated studies on the habilitation of language disorders of the preschool and school age child. Emphasis on language habilitation of the mentally retarded and brain damaged child. Specific competencies developed in the behavioral evaluation and habilitation of the language impaired child.

461. [Speech 452] Communication Disorders Habilitation IV: Fluency/(3).S.

Concentrated studies on the biological, physiological, and psychological theories and the etiologies, evaluations, and habilitation of stuttering and allied fluency disorders. Concentration on the behavioral techniques employed in evaluation and habilitation of stuttering.

462. [Speech 453] Communication Disorders Habilitation V: Hearing/(3).W.

Concentrated studies on the biological, neurophysiological, and psychological; etiological theories, evaluation methods, and habilitation procedures employed with listening problems, hearing impaired, and deaf. Emphasis on auditory training lip reading instruction with the preschool and school age hearing impaired.

465. Selected Topics/(3-6).F;W;S;SS.

469. [Speech 459] Communication Disorders Practicum: Internship/(6).F;W;S;SS.

Student practice in the public school environment or internship in clinical settings. Student demonstrations of competency based evaluation and habilitation techniques required. A minimum of 110 clock hours of practicum is required.

470. [Childhood Education 455] Experimental Approaches to the Education of the Mentally Retarded/(3).F;W;S;SS.

471. [Childhood Education 473] Psychological and Sociological Problems of Exceptional Children/(3).F;W;S;SS.

Deals with cultural, social and intellectual adjustives and educational factors which are relevant to the understanding of etiological and therapeutic problems and issues in special education.

473. [Childhood Education 460 and Psychology 460] Psychology of Disability/(3).S.

Examination of the physical, psychological, and sociological problems associated with handicapping conditions. (Same as Psychology 473.)

474. [Childhood Education 475] Contingency Management in the Classroom I/(3).F;W;S;SS.

An intensive study of the background, procedures, and application of contingency management in a learning situation for the exceptional child. It moves from theory and the laboratory into the classroom, home, and community.

475. Contingency Management II/(3).F;W;S.

476. [Childhood Education 480] Introduction to Learning Disabilities/(3).F;W;S;SS.

The identification and education of youth with learning disabilities.

477. [Childhood Education 467] Emotionally Handicapped Child/(3).F;W;S;SS.

An introductory course in the education of the emotionally handicapped child. Emphasis will be placed upon the psychological, sociological, and educational implications in the education of emotionally handicapped children.

478. The Neurologically Impaired/(3).F.

A study of children who have learning disabilities due to neurological or unknown causes and techniques required for their education.

479. Identification and Evaluation of Learning Disabled Children/(3).W;SS.

A course designed to acquaint the student with tests and assessment techniques of learning disabled children. Emphasis will be placed on developing the skills to use tests and assessment techniques.

480. Teaching Emotionally Handicapped Children/(3).W;SS.

A survey of operational models and techniques to be implemented with the emotionally handicapped child. To include curriculum, methods, and administrative educational adjustments.

481. Counseling Parents of Exceptional Children/(3).F;S.

Techniques and considerations to be used when counseling parents of exceptional children.

490. [Psychology 461] Field Work in Vocational Rehabilitation/(3-6).S.

Supervised field placement in the rehabilitation facility or district office to expose the student to contemporary problems and issues of the physically, mentally, and socially handicapped and provide him an opportunity to apply the basic principles of vocational rehabilitation. (Same as Psychology 490.)

Graduate Courses

500. [Speech 500] Research and Bibliography/(3).F.

Selected readings on research in speech pathology, language disorders, audiology, hearing impairment, and deaf.

548. Independent Study/(1-6).F;W;S;SS.

550. Master of Arts Thesis/(6).F;W;S;SS.

560. [Speech 502] Advanced Communication Science I: Neurology of Communication/(3).F.

Concentrated studies on the peripheral and central nervous systems involved in normal and pathological communication. Specific competencies developed on current theoretical and practical applications.

561. [Speech 502] Advanced Communication Science II: Orthography/(3).W.

Concentration on normal and pathological communication employing narrow transcription based on expansion of the International Phonetic Alphabet.

562. [Speech 545] Advanced Communication Evaluation I: Speech/(3).F.

Evaluation and diagnostic lectures, demonstrations, and practicums in articulation, voice, cleft palate, laryngectomy, and resonance disorders.

563. [Speech 545] Advanced Communication Evaluation II: Language/(3).F.

Evaluation and diagnostic lectures, demonstrations, and practicums in language disorders with emphasis on childhood problems.

564. [Speech 545] Advanced Communication Evaluation III: Hearing/(3).F.

Evaluation and diagnostic lectures, demonstrations, and practicums in hearing disorders with emphasis on hearing impaired children and youth.

565. **Selected Topics/(3-6).F;W;S;SS.**

566. **Advanced Communication Habilitation I: Language/(3).W.**

Concentrated studies on current language habilitative theories and practices. Specific competencies developed for direct and prescriptive intervention in infant and childhood language disorders.

567. **[Speech 507] Advanced Communication Habilitation II: Aphasia/(3).W.**

Concentrated studies on childhood and adult aphasia. Emphasis on adult stroke aphasia management. Specific competencies developed on PICA based habilitation.

568. **[Speech 515] Advanced Communication Habilitation III: Hearing Impaired/(3).W.**

Studies on the habilitation of the preschool and school age hearing impaired. Emphasis on prescriptive and resource curricular management. Includes advanced auditory training and speech reading methods. Survey of hearing aid orientation and monitoring techniques.

569. **[Speech 516] Advanced Communication Habilitation IV: Deaf/(3).S.**

Studies on habilitation of the preschool, school age, and adult deaf. Concentrations on "oral-deaf" and "total communication" methods. Specific competencies developed in "manual" and "ameslan" communication. Direct and prescriptive competencies developed in curricular intervention.

570. **[Childhood Education 570] Readings and Research in Special Education/(3).F;S;SS.**

Individual programs of reading or research for students majoring in the education of exceptional children.

571. **[Childhood Education 501] Seminar in Mental Retardation/(3).F;S;SS.**

An advanced course dealing with the psychological, sociological, educational,

and medical aspects of mental retardation.

572. **[Childhood Education 572] Internship/(1-15).F;W;S;SS.**

Supervised experience with handicapped children.

573. **[Childhood Education 530] Education of Gifted/(3).SS.**

A survey of educational programs for the gifted including curriculum, methods, and administrative educational adjustments.

574. **[Childhood Education 503] Instructional Strategies in Learning Disabilities/(3).W;SS.**

Course designed to train teachers to be effective in structuring the learning situation and to develop a sequence of remedial activities and materials. Application of appropriate remedial techniques to individual deficiencies or disorders.

576. **[Childhood Education 505] Seminar in Diagnostic-Prescriptive Teaching/(6).F;S;SS.**

Rationale, operational models, techniques used on the implementation of the diagnostic-prescriptive approach. Supervised field experiences in the actual diagnostic-prescriptive approach will be an integral portion of the course. Prerequisite: HR 374 or equivalent.

577. **Seminar in Learning Disabilities/(3).S;SS.**

Reports of research projects, recent development, current literature and trends in the area of learning disabilities.

580. **[Childhood Education 504] Advanced Curriculum for Exceptional Children/(3).F;S;SS.**

A graduate level course to become knowledgeable about the physiological and psychological basis of learning.

Curriculum development for various exceptionalities and the rationale and development to meet their needs.

582. [Childhood Education 521 and Psychology 521] Vocational planning for the Handicapped/(3).SS.

Vocational planning and work preparation for the handicapped. Includes consideration of basic occupational skills, work training, and sheltered workshop programs. (Same as Psychology 582.)

583. [Childhood Education 526] Educational and Behavioral Aspects of the Emotionally Disturbed Child/(3).S;SS.

584. [Childhood Education 527] Organization and Administration of Special Education/(3).F;S;SS.

The implementation of special education programs at the national, state, and local levels. Effective public school programming.

585. [Childhood Education 532 and Psychology 532] Evaluation of exceptional Children/(3).F.

A study of special diagnostic procedures with children who have physical, intellectual, sensory impairments. Prerequisite: Counselor Education and Reading 456 or equivalent. (Same as Psychology 585.)

590. Advanced Medical Aspects of Disability/(3).S.

Prerequisite: HR 392. (Same as Psychology 590.)

591. [Psychology 533] Rehabilitation of the Severely Disabled/(3).W.

What constitutes severe disability, its effect on the individual and multidisciplinary approaches to amelioration. Disabilities will include epilepsy, spinal cord and brain injuries, degenerative diseases, and their sequelae. (Same as Psychology 591.)



The College of Continuing Education

James W. Jackson, Dean

In cooperation with other colleges of the university, the College of Continuing Education strives:

To provide educational experiences for those outside the confines of the university through extension classes, conferences, and camp programs.

To expand the knowledge of university students through a program of internships with business and agencies in the region.

To offer educational experiences to graduate and undergraduate students, along with persons seeking enrichment or certificate renewal credit, during the university summer sessions.

To coordinate university and regional services in programs directed toward the improvement of life in the region.

Although the College of Continuing Education is not a degree-granting program in the university, the dean and all the offices within the College of Continuing Education work closely with all other academic departments and divisions of the university in order to better serve the various groups and populations calling upon the university for its services. The offices directly responsible to the Dean of the College of Continuing Education are:

The Office of Summer Sessions

The Center for Continuing Education

The Office of Extension

The Office of University Camp Programs

The Student Internship Program

The Division of Community and Regional Services

The Appalachian Oral History Project

The Appalachian Consortium

The Computer-Based School Scheduling Project

The Office of Summer Sessions

Summer Sessions at Appalachian have experienced steady growth, not only in size, but also in depth of programs offered. The 1973 summer sessions brought educational experiences to approximately 11 percent more students than the previous year. Besides offering courses allowing undergraduates to work toward their degree requirements, the university schedules workshops, seminars, and standard courses for teachers and other professional persons to gain enrichment or to work toward advanced degrees.

Courses are offered in ten-week, six-week, four-week and two-week terms. For those desiring to attend classes without moving from their residence, a Weekend College is offered with classes meeting on Friday night or Saturday morning for ten weeks. Summer sessions at Appalachian offer an alternative to the typical summer school. "Cool School," the slogan used for the ASU summer session, is not just a concept; it is a reality.

The Center for Continuing Education

Appalachian's \$3 million Center for Continuing Education, which opened early in 1973, is located at an elevation of 3,535 feet at the top of the new west campus. The center contains approximately 70,000 square feet—with 17 multipurpose meeting rooms (including a small auditorium), a library, and exhibition areas. In addition, the facility provides complete living accommodations for guests, with 91 bedrooms, a spacious dining hall, a coffee shop, and a gift shop.

The center also contains the most up-to-date audiovisual and learning resources equipment as well as special lighting. Besides these facilities, there are lounges, cable color TV, wall-to-wall carpet throughout the building, and two lobbies. Well-lighted parking areas are available for cars and buses, and charter or limousine service is provided to four airports.

The center is open year-round for conferences, workshops, seminars, and short term courses. Over 400 local, state, regional, and national groups met in the center during 1973.

The Office of Extension

As a service to the people of Piedmont and Western North Carolina, Appalachian State University conducts off-campus classes. As far as possible, these classes are planned around extension centers so that adequate equipment, supplies, and materials for collateral reading may be provided. These classes usually meet for a period of three hours per week for a quarter. They are taught by members of the regular faculty or by persons appointed especially for this service.

The cost of tuition for an extension class is \$12.00 per quarter hour. A student registering at Appalachian for the first time must pay an additional fee of \$10.00 for processing.

For graduate students who register for extension work, up to 12 quarter hours of graduate credit may be counted toward the master's degree. Extension work applied toward the master's degree will not reduce the minimum residence requirements of 36 weeks, but it can be used to replace the six weeks of additional residence required of students who do not write a thesis.

Not more than 30 quarter hours of extension and/or correspondence credit from recognized institutions may be applied toward meeting the requirements for the baccalaureate degrees.

For information on the extension program contact the Director of Extension, Appalachian State University, Boone, North Carolina 28608.

The Office of University Camp Programs

The Office of University Camp Programs is involved in coordinating two areas of educational and recreational camping experiences, on-campus and off-campus programs.

The on-campus programs involve educational camps that include retreats, seminars, conferences, and educational camps. The on-campus recreational programs include summer camps in such sports as basketball, football, baseball, and swimming.

The off-campus program is conducted at Camp Broadstone, a 53-acre facility located in a wooded setting six miles from the main ASU campus. Camp Broadstone is available for use for summer and winter camping programs, retreats, and picnics. The camp has a main lodge that is capable of housing 60 people and feeding a group of approximately 150. The university encourages the use of this off-campus facility by students, faculty, community, and civic groups. The lodge will also be available for rental during the 1974-1975 ski season. For information, contact the Director of Camp Programs, Appalachian State University, Boone, North Carolina 28608.

Student Internship Program

The Student Internship Program provides meaningful service-learning experiences outside of the regular classroom situation. The program attempts to help relate academically obtained skills in many areas to existing regional problems. The program also provides a source of educated manpower to regional offices and agencies and provides students with the

opportunity to serve these agencies and at the same time enhances educational perspectives. Internships have proven a stepping stone to jobs after graduation as they provide students with experience and job opportunities and contacts.

The Division of Community and Regional Services

The Division of Community and Regional Services of the College of Continuing Education works cooperatively with the various colleges, divisions, and departments on the Appalachian State University campus. The division serves as a liaison agent between the university and the region in matters pertaining to educational and consultative services. The division serves as both a major sponsor and in consortial arrangements with other institutions or agencies in service-oriented projects. The division is composed of five institutes or bureaus: (1) Health and Habilitative Services; (2) Post-Secondary Educational Services; (3) Governmental Services; (4) Elementary and Secondary Educational Services; and (5) Business and Industrial Services. Each of these components is designed to work cooperatively with a specialized group of agencies and/or businesses and various segments of the university.

The activities of the division often lead to field experiences for students, to research opportunities for faculty members, and to continuing education programs designed to meet special needs of the region. For further information one should contact the Director, Division of Community and Regional Services, Appalachian State University, Boone, North Carolina 28608.

Appalachian Oral History Project

The Appalachian Oral History Project is a multi-institutional program designed to collect and catalog Appalachian culture and heritage from around 1900 to the present and foster a deeper understanding and appreciation of this culture. The project uses local persons to interview long-time area residents. An advisory board, composed of local citizens, assists the project in its undertakings. Future project activities include transcription of audio taped interviews into written form.

The Appalachian Consortium

The Appalachian Consortium is a multi-institutional organization devoted to the salvaging, perpetuation, and preservation of folk traditions, music, tales, history, and cultural efforts. Members of the consortium have accomplished various projects of the Southern Appalachian culture. A major activity of the consortium was the launching of "Traditions in Transi-

tion," a program of study on the impact of urbanization on rural Appalachia. The consortium will expand upon the "Traditions in Transition" program and will further develop an Appalachian Studies Curriculum. The Appalachian Consortium press is encouraging the publication of area material by original and national publishers. Emphasis is being placed on the establishment and enhancement of "living museums" as well as on archives.

Computer-Based School Scheduling Project

Appalachian operates the School Scheduling Project in cooperation with its computer division to provide computer services to regional service agencies. The project provides computerized student scheduling and grade reporting for entire public school systems. The Contract Registration System provided by the project serves the community colleges and technical institutes in the area with computerized student registration, enrollment reporting, and grade reporting. The project also provides systems analysis for the development of computer-based management information systems.

Nontraditional Programs

Appalachian State University is continuing to expand nontraditional program offerings in an effort to meet the diversified educational needs of people in the Appalachian region. A correspondence program has recently been initiated.

Appalachian State University is also participating with other member institutions of The University of North Carolina in the "Course by Newspaper" program.





The Graduate School

Cratis Williams, Dean

The Graduate School, organized to provide facilities for advanced study leading to master's degrees, Certificates of Advanced Study, and specialist's degrees, offers programs of graduate work during the summer session and the three quarters of the regular session. Late afternoon, evening, and Saturday morning courses are scheduled for commuters and part-time students. Extension courses are offered in the region which Appalachian serves. A maximum of 16 quarter hours may be earned in a full summer and 16 quarter hours in a quarter in the regular session. Up to 12 hours of degree credit may be offered through extension and/or by transfer from another accredited graduate school.

The primary purpose of graduate study is to offer capable students opportunities and facilities for advanced study and research in their fields of specialization. The graduate programs are designed to develop or extend significantly specialization in academic, professional, or interdisciplinary areas. One of the functions of the Graduate School is to prepare master teachers, supervisors, and administrators. Accordingly, work leading to the Master of Arts degree is designed to prepare teachers for the following types of positions: superintendent, principal, general supervisor, supervisor of student teaching, school librarian, media center director, secondary school teacher, elementary school teacher, school counselor, school musician, reading specialist, audiovisual specialist, junior college teacher, junior college administrator, special education teacher, speech pathologist, student personnel director. A second function is to give an opportunity for academic training beyond the bachelor's degree to persons not interested in professional education. For these, programs leading to the Master of Arts degree in English, geography, history, mathematics, political science, psychology, or clinical psychology and the Master of Science degree in biology or chemistry have been approved.

Specialist in Education programs are offered in Educational Leadership, Elementary Education, and Higher Education. A minor consisting of 18 to 24 quarter hours of advanced graduate work in an academic area or in counseling, reading education, or educational media may be included in

Ed.S. programs in Elementary Education and Higher Education. The Specialist in Science degree is available in biology.

Courses which have been approved for graduate credit by the curriculum committee of the college, the Academic Policies and Procedures Committee, and the Graduate Council constitute the graduate offerings. Majors are provided in audiovisual education, biology, chemistry, counseling, early childhood education (K-3), economics and business, educational media, English, elementary education, French, geography, higher education, history, industrial arts, intermediate education (4-9), library science, mathematics, music, physical education, political science, psychology, clinical psychology, school administration, school supervision, science, special education, speech pathology, reading specialization, supervision of student teaching, social science, Spanish, and student personnel services. Minors are available in art, junior college education, philosophy and religion, physics, secondary education, sociology, and speech and drama. For further information on each of these majors see the appropriate departmental description in this catalog.

The Graduate School at Appalachian State University was organized in 1948. By the end of academic year 1972-73 a total of 5,680 master's degrees had been awarded. There were 2,465 persons enrolled in graduate school in the summer of 1973 and 971 in the fall quarter of 1973-74. The graduate programs at Appalachian are nationally known. Among 488 awarded graduate degrees in 1973 were 259 graduates of other institutions and 82 out-of-state students.

On February 26, 1949, graduate study at Appalachian was approved by the American Association of Colleges for Teacher Education. Programs leading to certificates based on a graduate degree are approved by the National Council for Accreditation of Teacher Education. The Graduate School has been a member of the Council of Graduate Schools in the United States since 1961.

The graduate faculty, consisting of 212 members in the fall of 1973, includes 183 who hold doctoral degrees from outstanding universities. The remainder are specialists in their fields or holders of terminal degrees in their disciplines. The library holdings, housed in the new Belk Library, include approximately 290,000 volumes and are being supplemented currently at the rate of 40,000 volumes a year.

Summary of Procedures for Graduate Degree Students

Successive Steps	Time
1. Application for admission to Graduate School.	1. At least one month prior to student's first registration.
2. Miller Analogies Test.	2. An acceptable score for the NTE or the GRE by the middle of the first quarter.
3. Consultation with departmental advisor.	3. During registration and about two weeks later.
4. File with the departmental advisor three copies of the application for candidacy and the program of study leading to the degree or certificate of advanced study.	4. Prior to the close of the first quarter, or the term in which the first 12 quarter hours of resident graduate work will be completed.
5. Clearance and application for degree. Obtain necessary forms and instructions from the Graduate Office.	5. Have program of study cleared in the Graduate Office prior to or during registration for the last quarter of work. <i>File application for degree by end of the first week of final quarter.</i>
6. Comprehensive examination.	6. During last quarter and at least ten calendar days before graduation.
7. Completion and defense of thesis.	7. Completed at least one month prior to date set for defense of thesis. Thesis must be defended prior to seven days before graduation.
8. Filing of unbound copies of thesis and abstracts in the university library.	8. Immediately after approval of thesis committee and acceptance by the Dean of Graduate School.
9. Conferring of degree.	9. June or August commencement.

Admission: Master's Degree Programs

Requirements

1. A baccalaureate degree from a college or university of recognized standing.
2. An undergraduate background appropriate for graduate study in the proposed field. If the student intends to become a candidate for the Master of Arts degree with a major or minor in education, he must present a minimum of 27 quarter hours of undergraduate credit in education and related courses. For prerequisites in his academic field he should consult the chairman of the graduate advisory committee in that field.
3. A satisfactory undergraduate academic record. For unconditional admission, one must have either an overall average of at least *C+* or at least an average of *B* for his last two years of undergraduate work

and at least an average of *B* in his undergraduate major. However, a student with lower averages whose record reflects progressive improvement as he moved through undergraduate school and whose average for the senior year was at least *B* might be approved if his application is supported by excellent letters of reference and scores from *both* of the required tests that place him at or above the 50th percentile on a nationwide basis. A student with a lower academic average may be admitted for one quarter on probation if his references recommend him and his score from one of the required tests is satisfactory. Upon the satisfactory completion of one quarter of work, a student admitted on probation may make application for admission to candidacy. The admission status of an applicant who is a graduate of an institution which does not award grades is determined on the basis of reference evaluations and scores for the Miller Analogies Test and either the National Teacher Examinations Weighted Common or the Graduate Record Examinations Aptitude Test and the appropriate Option. An interview may also be required.

4. A report of scores from the Miller Analogies Test, which is administered by appointment at the testing centers on the campuses of most universities and many senior colleges.
5. An application for admission made on a special form, obtainable on request, and submitted with two complete transcripts of all previous college work, unless done at Appalachian, at least one month before the candidate plans to begin graduate study.
6. Three reference ratings, one of which must be from a college administrator or the head of the department in the candidate's undergraduate major field of study.
7. Freedom from serious physical, personality, or speech defects.
8. Approval of the chairman of the department or the coordinator of the curriculum in which he intends to major.
9. A record of successful teaching experience or satisfactory completion of student teaching is required for one applying for admission to a program leading to a certificate to work in public schools. Such an applicant must hold, or be eligible to hold, a North Carolina A teaching certificate in his chosen field or the comparable certificate in another state.

Admission Status

Regular. Regular admission to the Graduate School is granted to students who meet the established requirements for entrance.

Provisional. A student who does not have all the course prerequisites for admission, or who has deficiencies, but is otherwise admissible may enter on a provisional basis.

Probationary. A student who does not meet established requirements for admission but who supplies sufficient evidence to show that he is capable of doing satisfactory graduate work may be admitted on a probationary basis for one quarter. If his work is satisfactory, he may then be permitted to apply for admission to candidacy for the master's degree.

High Risk. A student with a good-to-excellent undergraduate record and who is highly recommended by the references but whose scores on required tests are below the normal cutoffs for admission to candidacy may be admitted as a "high risk" graduate student. If his GPA is at least 3.20 for the first quarter of graduate work, he may apply for candidacy.

Unclassified. A student who does not plan to work for the master's degree may be permitted to register for graduate courses for self-improvement or to be used for renewing his certificate or changing his certification pattern. Such work, however, may not later be applied toward the degree. Unless the student already holds the master's degree, he is normally encouraged to apply for admission in order to assure a dual use of his graduate credits.

Transient. A student enrolled in another recognized graduate school may be permitted to register for a limited number of graduate credits at Appalachian provided the dean of the graduate school in which he is enrolled submits a statement that he is in good standing.

Advisors

Each student admitted to a program of graduate study at Appalachian State University is assigned an academic advisor or advisory committee from the department or curriculum program in which the student plans to complete the major portion of his work. The student is expected to meet with his advisor during the first term on campus for the purpose of developing a graduate degree program. Changes in this program can be made only with the approval of the advisor and the Dean of the Graduate School. Course work taken without the approval of the advisor will not automatically be applicable towards the degree. A list of advisors for each graduate major offered follows:

Audiovisual Education	John A. Pritchett
Biology	I. W. Carpenter

Chemistry	George B. Miles
Early Childhood Education (K-3)	Grace G. Lilly
Economics and Business	Orus Sutton
Educational Media	Doris Cox
Elementary Education (4-9)	Grace G. Lilly
English	John E. Trimpey
Foreign Languages	J. Roy Prince
Geography	H. Daniel Stillwell
Guidance and Counseling	Harry G. Padgett David T. Robinson
History	Roy Carroll
Industrial Arts	Frank R. Steckel
Junior College Education	Leland Cooper
Mathematics	Lynn M. Perry
Music	Wayne Sheley
Physical Education	Edward T. Turner
Political Science	Roland F. Moy
Psychology, Clinical	Richard H. Levin
Psychology, General-Theoretical	Walter T. Snipes
Reading Specialist	Uberto Price
School Administration	Alvin R. Hooks Spencer D. Durante N. W. Shelton Nathaniel H. Shope Guy T. Swain
Science Education	I. W. Carpenter
Secondary Education	N. A. Miller
Social Science (General)	P. Albert Hughes
Social Science (Sociology Concentration)	A.M. Denton Louie Brown
Special Education	Benjamin L. Brooks
Speech Pathology	Millard Meador
Student Personnel Services (Junior College)	David T. Robinson
Supervision	Alvin R. Hooks

Admission to Candidacy

Admission to graduate study does not carry with it admission to candidacy for the master's degree. Admission to candidacy for the degree is acted upon after one quarter of graduate study in the university.

1. Admission to candidacy is contingent upon the recommendation of the applicant's advisor and the approval of the Graduate Council.

2. Before being accepted as a candidate for the degree, an applicant will be expected to have demonstrated ability to do satisfactory and creditable work at the graduate level. A student must have at least a *B* average at the time his application for candidacy is presented.
3. Before filing application for admission to candidacy, the applicant shall have taken the Miller Analogies Test and the Common and the Area of the National Teacher Examinations. An applicant for admission to the junior college program may offer scores from the Graduate Record Examination Aptitude and the Advanced Test in his Area in lieu of the National Teacher Examinations. An applicant for admission to the Master of Arts programs in English, geography, history, mathematics, political science, or psychology or the Master of Science program in biology or chemistry must offer scores from the GRE Aptitude and the appropriate Advanced Test and the Miller Analogies Test.
4. Each student shall file with his advisor a program of study and an application for admission to candidacy before the end of the quarter in which he will complete 12 quarter hours of resident graduate credit at Appalachian. Forms for this purpose may be obtained either from the advisor or from the Office of the Dean of the Graduate School. At the time the application is presented to the Graduate Council by the advisor, the student shall have completed the research course required in his major field and at least one other course in his major field. In all cases the student must complete at least 15 quarter hours of credit after he is admitted to candidacy.
5. The application for admission to candidacy shall be accompanied by a proposed program of study approved by the applicant's advisory committee and the Dean of the Graduate School. Normally, the program of study will include a major of not less than 36 quarter hours in audio-visual education, biology, chemistry, counseling, economics and business, education, educational media, English, French, geography, history, industrial arts, library science, mathematics, music, physical education, political science, psychology, reading education, science, social sciences, Spanish, special education, or speech pathology and a minor of not less than 9 quarter hours in education if the proposed major is in a field other than education.
6. Except for those preparing to teach in junior college or moving toward the Master of Arts in English, geography, history, mathematics, political science, or psychology, or the Master of Science in biology or chemistry, students are required to present a minimum of 27 quarter hours of undergraduate credit in education and related courses. The applicant's academic field shall be based upon a prerequisite of an under-

graduate major in that field. Persons preparing in elementary education for the N. C. Intermediate Certificate (4-9) and majoring in an academic area must present a minimum of 21 hours of undergraduate work in the academic field. Those preparing for the N. C. Graduate Early Childhood Education Certificate (K-3) may spread the academic graduate work over as many as four fields with at least 9 hours of academic work in a single field.

Requirements for Graduation

The degree of Master of Arts, Master of Science, Specialist in Education, or Specialist in Science may be conferred upon a student who has completed creditably the program of work submitted to the Graduate Council at the time the application for admission to candidacy was approved. Except in M.S. programs in biology and chemistry and nonteaching M.A. programs in English, geography, history, mathematics, political science, and psychology, the candidate may, with the approval of the advisor and the Graduate Council, elect not to write a thesis. Hence, either of two programs for a master's degree may be followed.

1. Thirty-nine acceptable quarter hours of graduate course work, exclusive of the thesis, 33 of which must be completed in residence at Appalachian.
2. A minimum residence of one academic year (36 weeks) or its equivalent in the summer.
3. A thesis in the major field of interest, for which the candidate shall register for credit not exceeding 6 quarter hours.
4. All graduate credit offered for the degree must have been earned with a limit of six calendar years, or if earned within a limit of ten years, validated by examination. Graduate credit transferred from another institution may not be validated by examination. All work to be credited toward the degree, except that being taken currently, must be completed and grades recorded at least four weeks before the degree is awarded.
5. Not more than 15 quarter hours offered toward the degree may be credit earned in courses with catalog numbers below 500.
6. Grades on course work may not average lower than *B*. No graduate course with a grade below *C* will be credited toward the degree.
7. An acceptable performance on a comprehensive examination, either oral or written or both, is required of every candidate for the degree. The comprehensive must be scheduled during the last one-third of the residence period and at least ten calendar days prior to the date on which the candidate receives the degree.

At least four weeks (two weeks in the summer session) before he is scheduled to defend his thesis before his examining committee, the candidate must submit a preliminary copy to each member of his committee. Within ten days (five days in the summer session), other members of the committee shall return the thesis to the chairman of the thesis committee with written criticism and statements of conditional or tentative approval.

Prior to seven calendar days (five in the summer session) before he expects to receive his degree, the candidate will defend his thesis in an oral examination by his committee.

Immediately after the approval by the thesis examining committee, four typewritten copies of the thesis, the original and the first three carbon or xerographic copies, must be filed in the university library, together with the costs of having them bound.

Four copies of the approval sheet must be prepared by the student. One copy is bound with each copy of the thesis.

Four copies of an abstract of the thesis must be filed with the thesis after the abstract has been approved by the chairman of the thesis committee. The abstract, not to exceed two typewritten pages, shall give the problem, the procedure, and the conclusions reached in the thesis.

Thesis:

The subject of the thesis must be within the major field. The thesis should show:

1. Ability of the candidate to work independently on an approved problem.
2. A reasonably wide familiarity with the literature of the field of specialization.
3. A practical working knowledge of research methods.
4. Conclusions supported by data.

The student must have presented a prospectus to his advisor and received approval of his proposed topic before he is permitted to register for the thesis. The candidate's thesis advisor and two graduate faculty members of the department will constitute his thesis committee. The department chairman may appoint any member of the graduate faculty of his staff to act as chairman of the thesis committee and to supervise the writing of the thesis.

The latest edition of Campbell's *FORM BOOK FOR THESIS WRITING* is the approved guide for form of theses in educational fields. With the approval of the Dean of the Graduate School and the thesis committee, the form may be varied to meet the requirements of the discipline in

which the thesis is being written or of publishers if the manuscript is to be printed. One planning to write a thesis should request from the chairman of his department a copy of "Procedures for Writing a Thesis."

Without Thesis:

1. Fifty-four acceptable quarter hours of graduate course work, 42 of which must be completed in residence at Appalachian. A candidate may, with the permission of his advisor and the approval of the Graduate Council, offer up to 12 quarter hours of graduate credit from another graduate school or 12 quarter hours of graduate extension credit from Appalachian or a combination of up to 12 quarter hours, but in no case may the residence at Appalachian be less than one academic year (36 weeks).
2. All graduate credit offered toward the degree must have been earned within a limit of six calendar years, or, if earned within a limit of ten years, validated by examination. Graduate credit transferred from another institution may not be validated by examination. All work to be credited toward the degree, except that being taken currently, must be completed and grades recorded at least four weeks before the degree is awarded.
3. For candidates majoring in education, not more than 18 quarter hours offered toward the degree may be credit earned in courses with catalog numbers below 500, except that majors in childhood education (4-9) who concentrate in mathematics may include up to 24 hours with numbers below 500. For candidates completing an academic major of 36 hours, up to 24 hours of upper division undergraduate work may be approved, provided that not more than 18 quarter hours of it is offered in the major.
4. Grades on course work may not average lower than *B*. No graduate course with a grade below *C* will be credited toward the master's degree.
5. An acceptable performance on a comprehensive examination, either oral or written or both, is required of every candidate for the degree. The comprehensive must be scheduled during the last one-third of the residence period and at least ten calendar days prior to the date on which the candidate receives the degree.

Masters of Arts Degree for Teachers and Other School Personnel

The following programs, which lead to the Master of Arts degree in education curricula, are designed for school personnel. Many of the programs do not provide an opportunity for writing a thesis.

In those programs which provide for a thesis, a student may elect not to write the thesis. If he does not write a thesis, he will with the assistance of his advisor select five courses (15 quarter hours) in lieu of the thesis, which may be in education, an academic field, or both, depending on the student's needs.

An academic major is required of the candidate preparing to teach in secondary schools. Eighteen hours or more of the work of candidates preparing to teach in elementary school will be in academic areas.

Audiovisual Specialist

CR 500.	Research in Education	3
AH 547.	Social Foundations of Education or AH 535. Philosophy of Education	3
EM 466.	Instructional Materials	3
EM 475.	Audiovisual Instruction	3
AH 502.	Organization and Administration of the Secondary School or AH 504. Organization and Administration of the Elementary School	3
AH 505.	Supervision of Instruction	3
AH 506.	Curriculum Construction	3
EM 528.	Production and Care of Audiovisual Materials	3
EM 532.	Use and Care of Machines and Equipment	3
EM 537.	Organization and Administration of an Audiovisual Program	3
AH 549.	School Building Planning	3
EM 554.	Television in Instruction	3
Approved courses related to audiovisual education or an academic minor		18

School Administrator

CR 500.	Research in Education	3
AH 535.	Philosophy of Education	3
AH 547.	Social Foundation of Education	3
AH 501.	Public School Administration	3
AH 502.	Organization and Administration of the Secondary School	3
AH 504.	Organization and Administration of the Elementary School	3
AH 505.	Supervision of Instruction	3

AH 506.	Curriculum Construction	3
AH 575.	Internship in School Administration or AH 525. Problems in Public School Administration	6
Cognate discipline (social sciences)		9
Electives		15

Cognate courses to be selected in conference with the student's advisor for the purpose of gaining competence in academic areas related to educational administration.

Elective courses to be selected in conference with the student's advisor for the purpose of gaining competence in academic or professional areas related to educational administration.

General Supervisor

Prerequisite: North Carolina A Certificate or its equivalent from another state; a minimum of three years of successful teaching experience.

For departmental requirements in the secondary academic major, see the appropriate department.

One preparing for General Elementary Supervision must complete all courses required in the program leading to a Graduate Intermediate or Early Childhood Education Certificate.

CR 500.	Research in Education (Elementary Major)	3
AH 502.	Organization and Administration of Secondary Schools or AH 504. Organization and Administration of the Elementary School	3
AH 505.	Supervision of Instruction	3
AH 506.	Curriculum Construction	3
AH 517.	School Supervision	3
Psychology 503.	Child Psychology or Psychology 502. Psychology of Adolescence or Psychology 455. Advanced Educational Psychology	3
EM 467.	Correlating Curriculum and the Media Center	3
Academic major including academic research (Secondary Major)		33
Academic concentration (Elementary Major)		21-24
Electives		0-9

Supervisor of Student Teaching

A supervisor of student teaching must qualify for graduate certification as either an elementary or secondary teacher. The program must include:

AH 505, SE 515, and SE 516 or SE 576.

CR 500. Research in Education (Elementary Major)	3
AH 505. Supervision of Instruction	3
AH 506. Curriculum Construction	3
CR 456. Measurement and Assessment	3
SE 515. Organizing and Planning Student Teaching	3
SE 516. Supervision of Student Teaching or SE 576. Internship for Supervising Teachers	3
Psychology 455. Advanced Educational Psychology	3
Academic major including academic research (Secondary Major)	36
Academic concentration (Elementary Major)	21-24
Electives	0-12

School Librarian

Prerequisite: 27 hours in Library Science including EM 301, 302, 305, 306, 307, 470, and 473 and an undergraduate grade-point average of 2.75.

EM 466. Instructional Materials or EM 475. Audiovisual Instruction	3
AH 535. Philosophy of Education	3
AH 506. Curriculum Construction	3
Psychology 503. Child Psychology or Psychology 502. Psychology of Adolescence	3
EM 451. Literature of the Humanities or EM 452. Literature of the Social Sciences or EM 453. Literature of Science and Technology	3
EM 454. Literature for Young Adults or EM 456. Critical History of Children's Literature	3
EM 500. Research Methods in Librarianship	3
EM 503. Reading Interests and Guidance	3
EM 512. Use of Materials with Students and Teachers	3
EM 513. Problems and Trends in School Libraries	3
Electives—with thesis (6)	9
without thesis	18
Electives	0-15

Junior College Librarian

Prerequisites: EM 301, 302, 305, or equivalent, and an undergraduate grade-point average of 2.75.

AH 542.	Instruction Program of the Two-Year College	3
AH 544.	Seminar on the Two-Year College	3
EM 451.	Literature of the Humanities	3
EM 452.	Literature of the Social Sciences	3
EM 453.	Literature of Science and Technology	3
EM 473.	Cataloging and Classification	3
EM 500.	Research Methods in Librarianship	3
EM 504.	Advanced Reference and Bibliography	3
EM 505.	Advanced Cataloging and Classification	3
EM 510.	Organization and Administration of the Two-Year College Resource Center	3
Electives—	with thesis (6)	9
	without thesis	18
Electives		0-6

Elementary School Teachers

CR 500.	Research in Education	3
CE 546.	Elementary School Curriculum or AH 506. Curriculum Construction	3
AH 547.	Social Foundations of Education or AH 535. Philosophy of Education	3
CR 456.	Measurement and Assessment	3
CR 511.	Investigations in Reading	3
CE 513.	Teaching the Language Arts	3
Psychology 455.	Advanced Educational Psychology or Psychology 503. Child Psychology	3
EM 467.	Correlating Curriculum and the Media Center	3
Mathematics 459.	Foundations of Arithmetic	3
Electives in academic fields (K-3), or academic concentration (4-9)		18
Electives		3-9

Secondary School Teacher

Prerequisites: An undergraduate major in the teaching field; a North Carolina A Certificate or its equivalent in another state.

For required courses in the academic field, see the appropriate department.

CR 456. Measurement and Assessment	3
AH 506. Curriculum Construction	3
AH 547. Social Foundations of Education or AH 535. Philosophy of Education	3
Psychology 455. Advanced Educational Psychology or Psychology 502. Psychology of Adolescence	3
Academic major including academic research—	
With thesis (6)	33
Without thesis	36
Electives	0-6

Junior College Teacher

Prerequisites: An undergraduate major in the teaching field.

For required courses in the academic field, see the appropriate department.

AH 542. Instruction Program of the Two-Year College	3
AH 544. Seminar on the Two-Year College or AH 545. Practicum in College Teaching or AH 574. Teaching Internship in the Two-Year College	3
(Academic) 500. Bibliography and Research (if applicable)	3

Higher Education

CR 500. Research in Education	3
AH 501. Public School Administration	3
AH 552. Supervision of Instruction in the Two- Year College	3
AH 518. Public School Finance	3
AH 553. Planning the Community College	3
AH 560. School Law	3
Business Administration 516. Personnel Administration	3
AH 542. Instruction Program of the Two-Year College	3
AH 543. Organization and Administration of the Two-Year College	3
Psychology 455. Advanced Educational Psychology	3
CR 479. Group Methods and Processes	3
CR 541. Student Personnel Services	3
AH 574. Internship in the Two-Year College	3-9
Cognate areas plus electives	9-15
Total	54

Music Teacher and Music Supervisor

Prerequisites: An undergraduate major in music; a North Carolina A Certificate or its equivalent; music proficiency admission requirements.

All entering graduate music majors will demonstrate by examination their skills and abilities in music theory, music history and literature, performance music, and music education where it applies. Any deficiency noted may require courses or individual study in the area of the deficiency prior to admission to candidacy for the master's degree.

AH 547.	Social Foundations of Education or AH 535. Philosophy of Education	3
CR 456.	Measurement and Assessment	3
AH 506.	Curriculum Construction	3
Psychology 455.	Advanced Educational Psychology or Psychology 503. Child Psychology or Psychology 502. Psychology of Adolescence	3
Music 500.	Bibliography and Research	3
529.	Organization and Administration of School Music	3
531.	Seminar in Music	3
Music History and Literature		0-12
Music Theory		0-6
Applied Music		0-6
Advanced Conducting		0-3
Music 552.	Graduate Ensemble	0
Music electives—		
	With thesis (6)	Courses to complete 33
	Without thesis	Courses to complete 39

Certified School Counselor

Prerequisites: An A certificate; screening requirements.

CR 478.	Theory and Practice of Guidance	3
CR 479.	Group Methods and Processes	3
CR 460.	Educational Statistics	3
CR 514.	Psychological and Educational Testing	3
	(Prerequisite: CR 460 or equivalent)	
CR 500.	Research in Education	3
	(Prerequisites: CR 460 and CR 514)	
CR 520.	Occupational and Educational Information	3
CR 523.	Organization and Administration of Guidance Services	3
CR 522.	Counseling Theory and Techniques	3
	(Prerequisite: CR 478)	

CR 538. Supervised Practicum in Counseling	6
AH 535. Philosophy of Education	3
Electives, including 2 senior-graduate courses in sociology	12

Student Personnel Worker

(Junior College Counselor—Noncertificate Program)

CR 541. Student Personnel Services	3
CR 460. Educational Statistics	3
CR 514. Psychological and Educational Testing	3
(Prerequisite: CR 460 or equivalent)	
CR 500. Research in Education	3
(Prerequisites: CR 460 and CR 514)	
CR 479. Group Methods and Processes	3
CR 520. Occupational and Educational Information	3
CR 522. Counseling Theory and Techniques	3
(Prerequisite: CR 478)	
CR 538. Supervised Practicum in Counseling	3
CR 580. Internship in Student Personnel Services	3
AH 542. Community/Junior College or AH 543. Organization and Administration of the Community/Junior College	3
Elected academic minor and electives	24

Agency Counselor

(Noncertificate Program)

CR 524. Seminar in Guidance	3
CR 460. Educational Statistics	3
CR 514. Psychological and Educational Testing	3
(Prerequisite: CR 460 or equivalent)	
CR 500. Research in Education	3
(Prerequisites: CR 460 and CR 514)	
CR 479. Group Methods and Processes	3
CR 520. Occupational and Educational Information	3
CR 522. Counseling Theory and Techniques	3
(Prerequisite: CR 478)	
CR 538. Supervised Practicum in Counseling	3-6
Elected academic minor and electives	27-30

Reading Specialization

A graduate student who plans to pursue the curriculum for the Reading Specialist must have had basic preparation in the foundation of reading instruction and reading in the elementary or secondary school. Course requirements may vary depending on the background of individuals pursuing the graduate certificate as determined by graduate advisors in reading. Students who have no course background may be required to take up to 42 hours in reading.

Reading Specialization (K-12)

CR 500.	Research in Education	3
AH 547.	Social Foundations of Education	3
CR 456.	Measurement and Assessment or CR 514. Psychological and Educational Testing or Psychology 526. Psychological Assessment I	3
AH 506.	Curriculum Construction or CE 546. Elementary School Curriculum	3
Psychology 455.	Advanced Educational Psychology or Psychology 503. Child Psychology or Psychology 502. Psychology of Adolescence	3
CR 511.	Investigations in Reading	3
CR 559.	Advanced Methods in Reading	3
CR 567.	Current Literature in Reading	3

12 quarter hours from among:

CR 472.	Diagnostic and Remedial Reading I	3-6
CR 473.	Diagnostic and Remedial Reading II	3
CR 508.	Clinical Problems in Reading	3-6

15-18 quarter hours, as determined by advisor, from among:

SE 462.	Reading on High School and Advanced Levels	3
CR 464.	Reading Workshop	3
CR 465.	Linguistics and Reading	3
CR 477.	Psychological Bases of Reading	3
CR 557.	Reading Curriculum: Organization and Supervision	3
CR 558.	Teaching of Reading	3
CR 561.	Evaluation and Assessment in Reading	3

Work in CR 551. Field Experience in Teaching. Reading (3-9) may be determined by the advisor and the student.

Special Education: Mental Retardation

Prerequisite: HR 271

CR 500. Research in Education	3
HR 572. Internship in Special Education	9-15
The remainder of the courses for this program are to be selected in consultation with an advisor to meet the individual needs of the student.	

Speech Pathology

Prerequisite: North Carolina A Certificate or equivalent.

CR 500. Research in Education	3
Speech 550. Research and Thesis	6
Courses prescribed by advisor—With thesis	36
—Without thesis	45

Master of Arts Degree

The *academic* Master of Arts degree is offered with majors in English, geography, history, mathematics, political science, and psychology. The requirements for this degree are essentially the same as those for the Master of Arts degree for teachers, with the following exceptions:

- (1) A thesis is required.
- (2) A reading knowledge of a foreign language, normally French or German, is required. (Candidates for the M.A. degree in mathematics have the option of selecting as an alternate to the foreign language requirement demonstrating proficiency in computer science, statistics, or another academic area, subject to the approval of the academic graduate committee in mathematics. Candidates for the M.A. degree in political science will demonstrate proficiency in reading a foreign language or using statistics and computer science as a research tool.)
- (3) The oral defense of the thesis may not be substituted for the required comprehensive examination.
- (4) No courses in professional education may be included in the degree program.

English

Prerequisite: Undergraduate major in English.

ENGLISH 500. Bibliography and Research	3
550. Thesis	6
Electives in English	27-36
Electives in allied disciplines	0-9
Total	45

Geography

Prerequisite: Undergraduate major in Geography.

GEOGRAPHY: 500. Bibliography and Research	3
520. Urban Analysis	3
523. Geographic Aspects of World Affairs	3
550. Thesis	6
Approved electives in geography and geology	18
Related Minor	12
Total	45

History

Prerequisite: Undergraduate major in History.

HISTORY

524. European Historiography or History 512. American Historiography	3
500. Bibliography and Research	3
540. Seminar	3
550. Thesis	6
Approved electives in history	18
Related minor	9
Electives in humanities	3
Total	45

Mathematics

Prerequisite: Undergraduate major in Mathematics.

MATHEMATICS 550. Thesis	6
Approved electives in mathematics	39
Total	45

Political Science

Prerequisite: Undergraduate major in Political Science.

POLITICAL SCIENCE 500. Bibliography and Research	3
501. Readings and Research in Political Behavior	3
550. Thesis	6
Electives in political science	24-30
Electives in allied disciplines	0-9
Total	45

Psychology (General-Theoretical)

Prerequisite: Undergraduate major or minor in Psychology.

PSYCHOLOGY

500. Research Problems	3
534. Advanced Statistics	3
457. Physiological Psychology	3
458. History and Systems of Psychology I	3
550. Thesis	6
Approved electives in psychology	18
Minor (sociology, physical or biological sciences)	9
Total	45

Clinical Psychology

Prerequisite: Undergraduate major or minor in Psychology.

Two years are required to complete this program.

CORE COURSES

PSYCHOLOGY

500. Research Problems (3 quarters)	1,1,1
457. Physiological Psychology	3
528. Theories of Learning	3
534. Advanced Statistics	3
550. Thesis	6
Electives in psychology	9

CLINICAL COURSES

PSYCHOLOGY

512. Psychology of the Emotionally and Socially Maladjusted	3
526. Psychological Assessment I	3
535. Advanced Abnormal Psychology	3
536. Theories of Psychotherapy	3
551, 552, 553. Clinical Practicum I	1,1,1
544. Clinical Practicum II	3
555. Advanced Developmental Psychology	3
556. Experimental Analysis of Mental Defects	3
557. Clinical Psychology	1
558. Projective Techniques	3
559. Advanced Psychology Assessment	3
560, 561. Internship (6,6)	12
Total	70

Master of Science Degree

The Master of Science degree is offered with majors in chemistry and biology. Requirements for this degree, essentially the same as for the academic Master of Arts degree, include:

- (1) A thesis.
- (2) A reading knowledge of German, French, or Russian.
- (3) An orientation examination during the first two weeks of the program.
- (4) A comprehensive examination.
- (5) An oral defense of the thesis.

Chemistry

Prerequisite: Undergraduate major in Chemistry.

CHEMISTRY

450. Qualitative Organic Analysis (or equivalent)	4
504. Chemical Bond Theories	3
506. Organic Reaction Mechanisms	3
510. Chemical Thermodynamics	3
513. Optical Methods of Chemical Analysis or CHEMISTRY 514. Electrical Methods	4
530. Advanced Inorganic Chemistry	3
550. Research and Thesis	6
Approved electives in chemistry, physics, and mathematics	19
Total	45

(Candidates who completed Chemistry 450 as undergraduates select an additional 4 quarter hours of electives in chemistry.)

Biology

Prerequisite: Undergraduate major in Biology.

BIOLOGY

454. Genetics	3
455. Plant Physiology	4
500. Bibliography and Research	3
501. Advanced Animal Ecology	3
503. Bacteriology of Food, Water, Milk, Sewage	3

505. Animal Physiology I	3
506. Animal Physiology II	3
514. Plant Anatomy and Morphology	3
550. Research and Thesis	6
Approved electives in biology, chemistry, and geology	14
Total	45

Second Master's Degree

A student holding a master's degree may earn a second master's degree in another discipline. For admission to a second master's degree, the student files an application and submits transcripts and score reports on the appropriate examinations. He files an application for candidacy during the first quarter and takes a comprehensive examination near the close of the last quarter of the program. He plans his program of 45 quarter hours with his advisor and may or may not include a thesis for 6 hours of credit. If he includes a thesis, at least 39 quarter hours of the work must be completed at Appalachian. If he does not write a thesis, he may include up to 12 quarter hours of graduate work not more than six years old from another approved graduate school or 12 quarter hours of extension work completed though Appalachian. One may meet residence requirements in 24 weeks.

Certificate of Advanced Study

One who holds a master's degree and wishes to extend his knowledge in the area of his degree or achieve breadth in related disciplines may apply for admission to advanced study and plan a program to include 45 quarter hours, up to 12 hours of which may be completed at another approved graduate school or in Appalachian's extension program. A minimum of 24 weeks of residence is required. He submits acceptable scores from the MAT and the NTE or the GRE, files an application for admission to candidacy during the first quarter, and takes a comprehensive examination near the close of the last quarter of his program. One completing the program may apply for a University Certificate of Advanced Study to be awarded at commencement. Whether the University Certificate of Advanced Study will qualify teachers for salary increments in their respective states will depend on the programs completed and the salary policies followed by the school systems.

The Specialist's Degree

The specialist's degree is intermediate between the master's and the doctor's degrees. Three Specialist in Education and one Specialist in Science degree programs have been approved.

To get into one of these programs, a student must have a master's degree from an approved institution and satisfy admission requirements of the Graduate School. Regulations and procedures governing the master's degrees also apply to the specialist's degree. Twelve quarter hours taken beyond the master's degree at an approved institution may be transferred. Course requirements range from 45 to 54 quarter hours of graduate work beyond the master's degree, and 36 weeks of residence are required.

Specialist in Education (Ed.S.) programs are offered in three fields: (1) educational leadership, (2) elementary education, and (3) higher education. The Specialist in Science (Spec. Sc.) is offered in biological sciences. The program in educational leadership prepares one in school administration, supervision, or curriculum, and leads to the 6th year Advanced Certificate for school administrators. The program in elementary education prepares one to teach in the primary school (K-3) or the intermediate school (4-9). The program in science provides for preparation for teaching in a public school or in a college. A program in education is flexible. One may include in it a minimum of 18 additional hours in the teaching field, or reading, or guidance and counseling, or educational media provided the program is based on and related to the major at the master's level.

Interested students are requested to write to the Dean of the Graduate School for further information and application forms.

Field-Based Degrees

A limited number of M.A. candidates in educational fields and Ed.S. candidates are admitted to "field-based" programs in which up to 18 quarter hours of appropriate graduate work may be transferred from another approved graduate school, and no limitation is placed on the number of credits earned in extension through Appalachian. Designed primarily for year-round employees in education, the program provides opportunity for full-time education personnel to update their credentials through in-service training. For full details, please request information from the Dean of the Graduate School.

Course Numbering

Graduate students may be admitted to courses designated 450 to 499 if they did not take them as undergraduate students. No more than five such courses may be included in a thesis program and, normally, no more than six in a program that does not include a thesis. Occasionally, a graduate student may be permitted to include in his program courses with numbers between 300 and 450 provided the courses are approved by his

committee and the department chairman and a special form is filled out and signed at the time the student registers for each course. (Courses required for the North Carolina A Certificate may not be approved for graduate credit.) Courses designated 500 and above are limited to graduate students only.

Language Requirements

Candidates for the Master of Arts degree in English, geography, history, mathematics, political science, or psychology and for the Master of Science degree in biology or chemistry will be expected to demonstrate by examination a reading knowledge of a modern foreign language, usually French or German. A language other than one normally required may be substituted with the approval of the student's advisor and the Dean of the Graduate School. Computer science, statistics, or another academic area, subject to the approval of the graduate committee in mathematics, may be substituted by candidates in mathematics; statistics and computer science may be substituted by candidates in political science. Two years of successful college study in a language will meet the requirement. One who has not completed two years of college credit in a language must take a language examination.

The student should apply for the language examination directly to the chairman of the Department of Foreign Languages not later than three weeks before the date the examination is scheduled. The chairman of the Department of Foreign Languages, after reviewing the student's examination paper, will submit to the Dean of the Graduate School a report of the student's performance. The Dean of the Graduate School will inform the student and his advisor by mail whether the student has passed the examination. The student must have passed the examination in a foreign language before he is permitted to file an application for a master's degree.

Application for the Degree

The graduate student must file with the Dean of the Graduate School an application for the master's degree, the specialist's degree, or the Certificate of Advanced Study the first week of his final registration period. The application form may be secured from the Graduate Office. If he has qualified to apply for a certificate to teach in North Carolina, the candidate may also file an application for a certificate. This form, too, may be secured from the Graduate Office.

Commencement

Candidates for graduate degrees and Certificates of Advanced Study are expected to be present at any commencement to receive the degree in person unless excused in writing by the Dean of the Graduate School.

Expenses and Financial Aid

For information on expenses related to graduate study, see pages

Approximately one hundred teaching fellowships and assistantships are available for the regular session. Five research fellowships carrying stipends of \$1500 each are available to qualified applicants. Half-time fellows and assistants will devote twenty-four hours a week to laboratory instruction or other services to the university. Third-time and quarter-time assistants give proportionately less time to their assistantships. Assistants receive annual stipends of \$2100 to \$4200 and are permitted to carry a quarterly academic load of nine, twelve, and fifteen quarter hours depending upon the classification of the assistantships. Appalachian offers only a limited number of graduate assistantships for the summer quarter, the stipends ranging from \$250 to \$300 for each term.

Teaching assistantships are available in biology, chemistry, economics and business, education, English, French, geography, history, industrial arts, library science, mathematics, music, physical education, political science, psychology, social science, sociology, Spanish, special education, and speech pathology. In addition, ten dormitory counselorships are available.

Up to forty work-study assistantships paying up to \$900 for the academic year and \$300 for the summer are made available to qualified applicants through the Economic Opportunity Act. Students interested in a work-study assistantship are advised to write to the Director of Student Financial Aid, Appalachian State University, before April 15 for both the summer school and the succeeding academic year.

For the preparation of junior college teachers, Appalachian offers a two-year program which combines graduate study with supervised college teaching experience in any one of the following fields: audiovisual education, biology, chemistry, economics and business, English, French, geography, history, industrial arts, library science, mathematics, music, physical education, political science, psychology, social science, sociology, Spanish, and student personnel services. Twelve appointments in this program are maintained each year. An applicant is required to have at least an average of *B* on his undergraduate work. Teaching experience is desirable. The junior college teaching fellow normally receives a stipend of \$5700 to \$6300 paid on the basis of \$1500 to \$2100 during the first year and \$4200 to \$4800 during the second.

Anyone wishing to apply for an assistantship or a fellowship should write the Dean of the Graduate School for application forms and return them properly filled out, and he should submit two complete transcripts of his college work not later than July 1. Applications for assistantships, fellow-

ships, and work-study assistantships are considered only after applicants have been approved for admission to the Graduate School.

For further information related to financial aid available to graduate students, see pages 38-41.

Academic Regulations

Registration

Graduate students register at the time specified on the university calendar. Initial registration is contingent upon the receipt and approval of transcripts of all work completed in other institutions and a report of acceptable scores for the Miller Analogies Test. Registration material is provided by the Office of the Registrar. A fee will be charged for late registration. See Special Fees.

Full-Time Resident Student

For full-time resident credit a student must be registered for a minimum of 12 quarter hours (6 in a summer term) unless he is a graduate teaching fellow or assistant. Graduate students may not register for more than 16 hours a quarter or 8 for a summer term.

Auditors

Regular fees are charged for auditing. A student may register as an auditor for a course with the consent of the instructor and the Dean of the Graduate School. Classes audited shall count as part of the student's load, but he will receive no credit and no grade will be assigned. An auditor is expected to be regular in class attendance but may not participate in class discussions unless he is invited to do so. He is not required to take tests and examinations. An auditor who finds it necessary to discontinue his class attendance should formally drop the course.

Auditors may not register for research courses, seminars, practicums, and workshops.

Unclassified Graduate Students

A student doing graduate work but who has not applied for admission to Graduate School and who is not working on a definite program of graduate study leading to a graduate degree or a Certificate of Advanced Study has no assurance he may be able later to count such work as fulfilling course requirements for the degree.

Employed Students

Personnel employed on a full-time basis may normally not take more than 9 quarter hours from September 1 to June 1. Public school personnel for whom arrangements have been made for released time for in-service programs may take up to 18 quarter hours from September to June. A full-time university instructor may not take more than 3 quarter hours during one registration period.

Foreign Students

Foreign students are encouraged to apply for admission to master's degree programs starting in September rather than at the beginning of the winter or spring quarter. Applications should be received in the Office of the Dean of the Graduate School by April 1 and all supporting documents and credentials by May 15. Applicants whose native language is not English should arrange to take *Test of English as a Foreign Language* in October in order for the university to receive the score by April 1. A foreign student whose native language is not English should request that a report of his score be sent *before* he asks for application forms, for application forms are sent only to foreign students with a score of 500 or higher on *Test of English as a Foreign Language*.

Appalachian State University has no scholarship program for the support of foreign students. Even out-of-state fees may not be waived. After a foreign student has studied at Appalachian State University for one quarter, he may apply for a graduate assistantship, but out-of-state fees will not be waived while he is an assistant.

The foreign student must submit a Confidential Statement on Finances before his application for admission to Graduate School will be considered. All foreign students must have health insurance before they can be admitted.

Foreign students enrolled in other colleges and universities in the United States will not be admitted to Appalachian until they have completed, or are about to complete, study leading to a degree in the college or university they are attending.

Unmarried foreign students live in university residence halls and may take their meals at the university cafeteria. Expenses for one academic year (9 months) for the foreign student are approximately \$3200.

Class Attendance

Attendance by all graduate students must be regular. Responsibility for class attendance rests with the student. In all cases work missed through

absence must be made up, but permission to make up work is not automatic and is given at the discretion of the instructor. Excuses for absence from class meetings are granted by the instructor and at his discretion. A student whose attendance in classes is unsatisfactory to his instructor, his advisor, or the Dean of the Graduate School may be excluded from a course, a final examination, or a graduate program.

Student Responsibility

The graduate student is entrusted with the responsibility for his own progress. He keeps an up-to-date record of the courses he has taken in his proposed program and checks periodically with his advisor. Responsibility for errors in his program or in interpretation of regulations rests entirely with the student.

Adding and Dropping Courses

A course may be added or dropped without penalty, with the approval of the student's advisor, prior to the last day of the registration period. A course may be changed from *Audit* to *Credit* prior to the last day of the registration period but not afterwards. A course may be dropped with a grade of *W* (withdrawn) prior to the fifth week of classes in a quarter or the third week in a summer term with the approval of the instructor and the student's advisor. After that date a grade of *F* is assigned, unless an exception is granted by the Dean of the Graduate School, in which case a grade of *W* is assigned.

Withdrawal

Requests for complete withdrawal from graduate school must be made by letter to the Dean of the Graduate School. A student who has completely withdrawn from a graduate program may not resume his studies unless he has been formally readmitted. Students who withdraw without approval receive grades of *F*.

Suspension and Dismissal

Appalachian reserves the right to exclude at any time a graduate student whose conduct is deemed improper or prejudicial to the best interest of the university.

A graduate student who fails to maintain grades of at least *B* in the courses for which he is registered in any term may not be permitted to re-register as a candidate for the master's degree. However, a student may petition the Dean of the Graduate School for consideration in extenuating circumstances which may constitute a justifiable exception to this

regulation. If the Dean of the Graduate School approves, the student may be permitted to register at his own risk for an additional quarter.

Grades

In the Graduate School, the grades *A*, *B*, *C*, *F*, and *I* are used to report the quality of credit. *A* is superior graduate accomplishment, *B* is average graduate accomplishment, *C* is below average but passing, and *F* is a failing grade. A grade of *I* is reported for a student who has not completed the quantitative requirements of a course. Graduate credit accepted in fulfillment of the requirements for a graduate degree or a Certificate of Advanced Study shall average not lower than *B*, and no credit toward the degree shall be granted for a grade below *C*. Course work reported "Incomplete" must be completed within a year of the official ending of the course. A graduate student is permitted to repeat not more than one course to improve his grade. A grade of *F* is assigned to a student who arbitrarily discontinues meeting a class or who withdraws without making proper arrangements with the Dean of the Graduate School.

Changing Grades

Once an instructor has reported a grade to the Registrar, it cannot be changed except in case of error in reporting or recording. Any change made must also be reported to the Dean of the Graduate School.

Changing Majors

A student who has been approved by one department but who wishes to change to another must have the approval of the Dean of the Graduate School and of the department into which he proposes to transfer before the change may be made. In addition, the chairman of the department from which the student wishes to transfer must certify that the student is eligible to continue as a degree candidate in that department.

Examinations

In addition to the Miller Analogies Test and the National Teacher Examinations Common and Area or the Graduate Record Examination Aptitude and Advanced, which are required by all departments, qualifying examinations are administered by several departments to determine the student's qualifications for graduate study. In addition, all departments require comprehensive examinations in the major near the termination of the graduate program. These examinations may be written, oral, or a combination of the two. Composition of committees for comprehensive examinations is determined by the chairman of the major department.

Each examining committee must have at least three graduate faculty members from the major department and committees of students planning to certify for secondary teaching must include also one graduate faculty member from the Department of Secondary Education. It is the responsibility of the degree candidate to arrange with his department chairman a date for the comprehensive examination, which may not be taken before the student has been admitted to candidacy or completed at least two-thirds of his course work.

Oral examinations are required of all students presenting theses or research projects. Thesis committees are composed of at least three graduate faculty members from the major department. At the discretion of the department, the oral examination on the thesis may be substituted for the comprehensive examination.

Library Carrels

Library carrels are available to graduate students who are working on theses and special research projects. Applications for carrels are made on a quarterly basis to the Librarian.

Credit by Examination

Upon the recommendation of a graduate student's committee and with the approval of the chairman of the department in which it is listed, a course numbered 450-499 may be challenged by examination for graduate credit. Courses numbered 500 and above may not be challenged by examination. Grades are not recorded for credit earned by examination.

Individual Study

After a graduate student has been admitted to degree candidacy, he may arrange to take courses numbered above 449 on an individual basis provided his advisor, the chairman of the department in which the course is offered, and the instructor all agree. Appropriate forms for requesting permission to take a course by individual study are furnished by department chairmen.

Independent Study

With the approval of the instructor, the department chairman, the dean of the college, and the Dean of the Graduate School, a graduate student who has been admitted to candidacy may register for independent study in his major field. Students registered for independent study must be scheduled for regular conference periods at least weekly. As much as 6 quarter hours of independent study may be applied toward a graduate degree.

Transfer Credit

A student enrolled in a degree program in which a thesis is not required may normally be permitted to transfer from another graduate school up to 12 quarter hours (8 semester hours) of appropriate graduate credit provided grades earned are at least *B* and provided the credit will not be more than six years old at the time the degree or the Advanced Certificate is awarded. A student in a thesis program may be permitted to transfer up to 6 quarter hours of appropriate resident work completed in another approved graduate school. Students wanting to transfer more than 12 quarter hours may appeal to the Dean of the Graduate School.

Extension

As a service to the people of Piedmont and Western North Carolina, Appalachian conducts off-campus classes. As far as possible, these classes are planned around extension centers so that adequate equipment, supplies, and materials for collateral reading may be provided. These classes usually meet for a period of three hours per week for a quarter. They are taught by members of the regular faculty or by persons appointed especially for this service.

The cost of extension classes, including tuition and fees is \$12.00 per quarter hour. A student registering at Appalachian for the first time must pay an additional fee of \$10.00.

For graduate students who register for extension work, up to 12 quarter hours of graduate credit may be counted toward the master's degree. Extension work applied toward the master's degree will not reduce the minimum residence requirement of 36 weeks. One may transfer some credit from another graduate school and complete some extension credit, but the combined total may not exceed 12 quarter hours. Correspondence courses are not accepted for graduate credit.

Saturday, Late Afternoon, and Evening Classes

Appalachian also schedules Saturday, late afternoon, and evening graduate courses on campus during the fall, winter, spring, and summer quarters. By attending a Saturday or evening class during any one quarter, the graduate student may earn 3 hours of graduate credit. Six weeks of residence is recognized for 6 hours of graduate credit for Saturday classes. As much as 18 quarter hours of credit earned in Saturday classes may be applied toward a graduate degree. The cost of Saturday work, including tuition and fees, is \$10.00 per quarter hour for in-state students and

\$30.00 per quarter hour for out-of-state students. Books and supplies cost approximately \$15.00. A student registering for the first time must pay a registration fee of \$10.00.

Internship

In addition to internships in junior college teaching, qualified applicants may serve internships in school administration and in supervision of student teaching. To be eligible for an internship an applicant must:

1. Hold a valid North Carolina A Certificate or better.
2. Have successfully completed three or more years of teaching with at least one year in the school system in which he plans to do his internship.
3. Have the recommendation of his principal and/or superintendent.
4. Have been admitted to candidacy for or hold the master's degree.

The following administrative policy governs internships.

1. An applicant for an internship must be working within a reasonable distance of the university.
2. The number of registrants for AH 575 and SE 576 is limited.
3. The intern must work under a fully certified supervisor.
4. The supervisor must express a willingness to supervise the work and provide the experiences necessary for the intern.

An internship in the supervision of student teachers is available to supervising teachers who have successfully supervised at least one student teacher during the past two years. The program, designed to permit teachers to participate while regularly employed in a school system, carries 3 hours of credit during the quarter. Further details of this program may be secured from the Office of Field Experiences.

Election of Graduate Courses by Seniors

Provided he is otherwise qualified for admission to graduate study, a senior at Appalachian State University who is within 12 quarter hours of graduation besides student teaching may apply to the Dean of the Graduate School for permission to carry up to 12 quarter hours of graduate course work while completing the baccalacureate degree. Such a student may not register for more than 16 quarter hours for a regular quarter nor 10 quarter hours for a summer term. Credit earned in this manner

may not be used to meet requirements for the baccalaureate degree and, at the same time, be applied toward a master's degree.

A senior who wishes to enroll in a graduate course as an elective for undergraduate credit requirements for a major for the baccalaureate degree may apply to the chairman of his department and the Dean of the Graduate School to do so. However, any graduate course approved for this purpose may not later be applied toward a master's degree.



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The Faculty

- Ruby Lavelle Akers (1960) Associate Professor of English
A.B., Mary Hardin-Baylor College; M.A., Appalachian State University.
- Edward Martin Allen, Jr. (1971) Assistant Professor of Political Science
B.A., Wake Forest University; M.A., Ph.D., University of Tennessee. *Graduate Faculty.*
- Larry D. Allred (1973) Instructor in Childhood Education
B.A., Elon College; M.Ed., University of North Carolina at Greensboro.
- Nevin S. Alwine (1972) Associate Professor of Childhood Education and
Director of the Office of Student Field Experiences
B.S., Grand Canyon College; M.A., Arizona State University; Ed.D., University of Northern Colorado.
- Jose Antonio Amaro (1967) Professor of Foreign Languages
B.S., Institute of Secondary Education; M.S., Kansas State Teachers College; LL.D., Doctor of Pedagogy,
Havana University. *Graduate Faculty.*
- Warren G. Anderson (1967) Associate Professor of Administration, Supervision
and Higher Education and Principal of Hardin-Park Elementary School
A.B., University of Richmond; M.Ed., D.Ed., University of North Carolina at Chapel Hill. *Graduate
Faculty.*
- George Peter Antone (1967) Associate Professor of History
A.B., Brown University; Ed.M., Rutgers University; Ph.D., Vanderbilt University. *Graduate Faculty.*
- Evan H. Ashby (1970) Associate Professor of Health, Physical
Education and Recreation and Director of Medical Services
B.S., Randolph Macon College; M.D., University of Virginia School of Medicine.
- Joan Askew (1965) Assistant Professor of Health, Physical Education and Recreation
B.S., Auburn University; M.S., University of Tennessee.
- Gelene Andrews Atwood (1956) Instructor in Chemistry
A.B., University of North Carolina at Greensboro; M.A., Appalachian State University.
- John Trumbull Auston (1968) Professor of Speech
B.A., M.A., Ph.D., University of Denver. *Graduate Faculty.*
- Dean Mason Aydelott (1971) Assistant Professor of Art
B.F.A., University of Florida; M.F.A., University of Nebraska.
- Harvard G. Ayers (1970) Assistant Professor of Sociology and Anthropology
B.A., University of Texas; M.A., Ph.D., Catholic University.
- Oscar Ramsey Aylor (1972) Assistant Professor of Business Administration
B.A., University of Virginia; M.S., University of Alabama.
- Bruce Bachelder (1971) Adjunct Assistant Professor of Human Resources
B.S., M.A., Ph.D., Michigan State University. *Graduate Faculty.*
- Fred T. Badders (1973) Associate Professor of Counselor Education and Reading
B.A., Furman University; B.D., Southeastern Baptist Seminary; Ph.D., Florida State University.
- Robert Arthur Banzhaf (1966) Associate Professor of Industrial Arts
and Technical Education
B.S., M.Ed., Miami University; Ed.D., North Carolina State University. *Graduate Faculty.*
- Jawad I. Barghothi (1969) Assistant Professor of Political Science
B.A., M.A., Ph.D., Southern Illinois University. *Graduate Faculty.*
- Richard Thomas Barker (1956) Associate Professor and University Librarian
B.S., M.A., Appalachian State University.
- Deborah Ellen Bell (1965) Instructor and Assistant Catalog Librarian
B.A., Louisiana State University; M.L.S., George Peabody College.
- Joanne Bell (1973) Instructor in Music
B.A., California State University.
- Brian Carey Bennett (1971) Assistant Professor of Sociology and Anthropology
B.A., Beloit College; Ph.D., Southern Illinois University.
- Russell Bergman (1972) Instructor in Health, Physical Education and Recreation
B.S., Louisiana State University; M.S., Eastern Illinois University.
- Annie Mae Blackburn (1956) Assistant Professor of Business Education and
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B.S., M.A., Appalachian State University.

- Charles B. Blackburn (1969) Associate Professor of History and Secondary Education
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- Roy Russell Blanton, Jr. (1948) Professor of Administration, Supervision and Higher Education and Director of Extension
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- John F. Bobbitt (1972) Associate Professor of Military Science
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- Hugh Lawrence Bond (1970) Professor of History
B.A., Lambuth College; B.D., Duke University Divinity School; Ph.D., Duke University. *Graduate Faculty.*
- John James Bond (1971) Assistant Professor of Biology
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- Herbert Louis Bowkley (1965) Professor of Chemistry
B.S.C., University of Michigan; M.S., Missouri School of Mines; Ph.D., Pennsylvania State University. *Graduate Faculty.*
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- James Monroe Boyte (1970) Assistant Professor of Mathematical Sciences
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- Madeline E. Bradford (1964) Assistant Professor of Childhood Education
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- Rennie W. Brantz (1973) Assistant Professor of History
B.A., Doane College; M.A., Ph.D., Ohio State University.
- John Hibbs Brashear (1967) Associate Professor of Economics
B.S., M.A., University of Florida. *Graduate Faculty.*
- Lucy Moore Brashear (1967) Associate Professor of English
A.B., M.A., University of Florida; Ph.D., University of North Carolina at Chapel Hill. *Graduate Faculty.*
- Carl Herbert Bredow (1964) Associate Professor of Foreign Languages
B.S., M.A., Columbia University.
- Willard Leon Brigner (1968) Associate Professor of Psychology
B.A., DePauw University; M.S., Purdue University; Ph.D., Duke University. *Graduate Faculty.*
- Benjamin L. Brooks (1971) Associate Professor and Director of the Division of Human Resources
B.S., M.A., Ph.D., University of New Mexico. *Graduate Faculty.*
- Louie Anderson Brown (1970) Associate Professor of Sociology and Anthropology
B.A., Piedmont College; M.A., University of Georgia; Ph.D., University of Kentucky. *Graduate Faculty.*
- Robert Lowes Brown (1972) Associate Professor of Business Administration
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- William G. Buchanan (1971) Instructor in Health, Physical Education and Recreation
B.S., M.Ed., William and Mary College.
- Golden Thaddeus Buckland (1948) Professor of Mathematical Sciences
B.S., M.A., Appalachian State University; D.Ed., Pennsylvania State University. *Graduate Faculty.*
- Carolyn Ellen Bunting (1973) Instructor in Childhood Education
B.A., University of North Carolina at Greensboro; M.Ed., Duke University.

- Nancy Wagoner Bush (1972).....Associate Professor of Educational Media
B.S., West Chester State College; M.S., Ph.D., Florida State University.
- Erin Kent Caldwell (1972).....Instructor in Human Resources
B.A., Central Washington State College; M.S., Oregon College of Education.
- John Edward Callahan (1970).....Assistant Professor of Geography and Geology
B.A., M.Ed., State University of New York; M.S., University of North Carolina at Chapel Hill; Ph.D., Queens University. *Graduate Faculty.*
- Beulah Catherine Campbell (1957).....Associate Professor of Childhood Education
A.B., M.A., Western Kentucky State University. *Graduate Faculty.*
- Donna H. Campbell (1965).....Instructor in English
B.S., M.A., Appalachian State University.
- David Campbell (1973).....Assistant Professor of Military Science
B.A., University of Mississippi; M.A., Appalachian State University.
- Helen Earlene Campbell (1970).....Instructor and Circulation Librarian
B.S., M.A., East Tennessee State University.
- George Carmignani (1973).....Assistant Professor of Health, Physical Education and Recreation
B.S., M.A., University of New Mexico; Ph.D., Florida State University.
- Irvin Watson Carpenter, Jr. (1953).....Professor and Chairman of Biology
B.S., M.S., Ph.D., Purdue University. *Graduate Faculty.*
- Jessie Luella Carpenter (1954).....Assistant Professor of Human Resources
A.B., DePauw University; M.S., Purdue University. *Graduate Faculty.*
- Thomas Eugene Carpenter (1972).....Adjunct Assistant Professor of Administration, Supervision and Higher Education
B.S., Clemson University; M.A., Appalachian State University; Ed.D., North Carolina State University.
- Harold Wilmer Carrin (1970).....Associate Professor of Art
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- Roy Carroll (1969).....Professor and Chairman of History
B.A., Ouachita Baptist University; M.A., Ph.D., Vanderbilt University. *Graduate Faculty.*
- Michael Cleveland Carter (1970).....Associate Professor of Mathematical Sciences
B.S., M.S., University of Arkansas; Ph.D., University of Georgia. *Graduate Faculty.*
- Vaughn Kyle Christian (1971).....Assistant Professor of Health, Physical Education and Recreation
B.A., M.A., George Peabody College; Ed.D., Louisiana State University.
- Donald L. Clark (1969).....Professor of Psychology
B.A., George Washington University; B.D., Southeastern Baptist Theological Seminary; M.A., Appalachian State University; Ed.D., University of Florida. *Graduate Faculty.*
- Hewitt B. Clark (1972).....Adjunct Assistant Professor of Human Resources
B.A., University of Alabama; M.A., Ph.D., University of Kansas. *Graduate Faculty.*
- Viola Ann Clark (1972).....Instructor in Health, Physical Education and Recreation
B.S., Madison College; M.Ed., University of Virginia.
- Judith Alta Clarke (1972).....Associate Professor in Health, Physical Education and Recreation
B.S., Central Missouri State College; M.A., Colorado State College; Ph.D., University of Iowa.
- William Claude Clinebell (1971).....Assistant Professor of Health, Physical Education and Recreation
B.Ed., M.Ed., University of Toledo.
- John Robert Coblentz (1973).....Assistant Professor and Head Reference Librarian
B.A., M.S.L.S., Wayne State University.
- James Monroe Cole (1963).....Associate Professor of Secondary Education
B.S., M.Ed., University of Cincinnati.
- Terry Wayne Cole (1971).....Assistant Professor of Speech
B.A., M.A., Fresno State College; Ph.D., University of Oregon.
- Walton Smith Cole (1951).....Associate Professor of Music
A.B., Southwestern at Memphis; M.M., University of Arizona. *Graduate Faculty.*
- John Paul Combs (1971).....Assistant Professor of Economics
B.A., M.A., Ph.D., North Carolina State University. *Graduate Faculty.*

- Walter Curtis Connolly (1963)..... Professor and Chairman of Physics
B.A., Miami University; M.S., University of Illinois; Ph.D., The Catholic University of America.
Graduate Faculty.
- Donald Cook (1973)..... Assistant Professor of Mathematical Sciences
B.A., M.A., University of Florida; Ph.D., New Mexico State University.
- Nancy Faver Cook (1965)..... Instructor and Librarian for Juvenile Library
A.B., Texas Technical Institute; M.S.L.S., George Peabody College.
- Leland Ross Cooper (1967)..... Professor of Administration, Supervision and
Higher Education
B.S., Clemson College; M.Ed., University of North Carolina at Chapel Hill; Ed.D., University of
Florida. *Graduate Faculty.*
- William M. Cooper (1967)..... Professor of Secondary Education
B.S., Berry College; M.Ed., Ed.D., Auburn University. *Graduate Faculty.*
- Alvis L. Corum (1970)..... Professor and Dean of Learning Resources
B.S., Appalachian State University; M.Ed., Ed.D., University of Miami.
- Jeffrey Evan Cosnow (1972)..... Assistant Professor of Sociology and Anthropology
B.A., Northwestern University; M.A., Makerere University College.
- William Thomas Cottingham (1973)..... Professor of Administration,
Supervision and Higher Education
A.B., Duke University; M.A., Emory University; Ph.D., Florida State University.
- A. Ronald Coulthard (1968)..... Associate Professor of English
B.S., Concord College; M.A., Ph.D., Florida State University. *Graduate Faculty.*
- Robert A. Counihan (1973)..... Instructor in Business Administration
A.B., Western Carolina College; M.A., University of North Carolina at Chapel Hill.
- Robert A. Cowan (1970)..... Instructor in Speech
B.A., M.A., Colorado State University.
- Doris Walker Cox (1968)..... Professor of Educational Media
A.B., Florida State College for Women; M.A., Ph.D., Florida State University. *Graduate Faculty.*
- Albert L. Craven (1972)..... Professor of Accounting
B.A., Louisiana College; M.B.A., University of Mississippi; Ph.D., University of Alabama. *Graduate
Faculty.*
- Joyce G. Crouch (1967)..... Professor of Psychology
B.S., M.A., Tennessee Technological University; Ed.D., University of Tennessee. *Graduate Faculty.*
- Rudy L. Curd (1969)..... Assistant Professor of Mathematical Sciences
B.S., Lincoln Memorial University; M.A., Ph.D., University of Kentucky. *Graduate Faculty.*
- Charles Thomas Davis III (1967)..... Associate Professor of Philosophy and Religion
B.S.Ed., University of Alabama; B.D., Candler School of Theology; Ph.D., Emory University. *Graduate
Faculty.*
- Richard S. Daum (1972)..... Associate Professor of Military Science
B.S., United States Military Academy.
- Fisher DeBerry (1971)..... Instructor in Health, Physical Education and Recreation
B.A., Wofford College; M.Ed., University of Pittsburgh.
- Eric Brooks DeGroat (1959)..... Associate Professor of Health,
Physical Education and Recreation
B.S., Springfield College; M.A., New York University.
- James E. Dellinger (1970)..... Assistant Professor of Music
B.S., M.A., Appalachian State University.
- James Russell Deni (1972)..... Assistant Professor of Psychology and
Childhood Education
B.S., Youngstown State University; M.Ed., Ed.D., Baylor University.
- Warren Cameron Dennis (1965)..... Associate Professor of Art
B.A., University of Southern Mississippi; M.F.A., University of Mississippi. *Graduate Faculty.*
- Alfred Maxey Denton, Jr. (1962)..... Professor and Chairman of
Sociology and Anthropology
B.S., Oklahoma State University; M.A., Ph.D., University of North Carolina. *Graduate Faculty.*
- Finnis Ray Derrick (1946)..... Professor of Biology and Secondary Education
B.S., M.S., Ph.D., University of South Carolina. *Graduate Faculty.*

- Ruth Ann Dewel (1973) Adjunct Assistant Professor of Biology
B.A., University of Arizona; Ph.D., University of Houston.
- William C. Dewel (1972) Assistant Professor of Biology
B.A., State University of Iowa; M.A., Wesleyan University; Ph.D., University of Houston.
- Ramon Diaz (1970) Professor of Foreign Languages
B.A.C., Oviedo; LIC, DR., FIL. y LET., University of Barcelona. *Graduate Faculty.*
- MacWilliam Disbrow (1966) Associate Professor of Music
B.Mus., M.Mus., Cincinnati Conservatory of Music. *Graduate Faculty.*
- Jefferson Max Dixon (1956) Professor of History
A.B., M.A., Emory University; Ph.D., George Peabody College for Teachers. *Graduate Faculty.*
- C. Howard Dorgan (1971) Associate Professor of Speech
B.A., Texas Western College; M.F.A., University of Texas; Ph.D., Louisiana State University.
- Boyd Max Dowell (1967) Professor of Psychology
B.S., Bob Jones University; M.S., Ed.D., University of Tennessee. *Graduate Faculty.*
- Eugene Christopher Drozdowski (1961) Professor of History
B.A., Alfred University; M.A., Ph.D., Duke University. *Graduate Faculty.*
- Dean Arthur Dudley (1971) Professor and Chairman of Economics and
Holder of the Chair of Banking
B.S., M.B.A., Kent State University; Ph.D., The University of Washington. *Graduate Faculty.*
- John Daniel Duke (1968) Professor of Psychology
A.B., M.A., Ph.D., University of North Carolina at Chapel Hill. *Graduate Faculty.*
- Bobbie Kitchens Dunlap (1973) Part-time Instructor in Business Administration
B.S.B.A., M.A., Appalachian State University.
- Mary Montgomery Dunlap (1970) Assistant Professor of English
B.A., Converse College; M.A., Appalachian State University; Ph.D., University of South Carolina.
Graduate Faculty.
- William Ralph Dunlap (1970) Assistant Professor of Art
B.S., Mississippi College; M.F.A., University of Mississippi.
- Spencer E. Durante (1971) Associate Professor of Administration,
Supervision and Higher Education
B.S., Shaw University; M.S., Ed.D., University of Pennsylvania. *Graduate Faculty.*
- Harvey Ralph Durham (1965) Professor of Mathematical Sciences and
Associate Vice Chancellor for Academic Affairs
B.S., Wake Forest College; M.A., Ph.D., University of Georgia. *Graduate Faculty.*
- G. Marvin Eargle (1969) Associate Professor of Mathematical Sciences
B.S., University of North Carolina at Chapel Hill; M.S., Ph.D., North Carolina State University.
Graduate Faculty.
- Patricia Bonin Eargle (1969) Assistant Professor of Foreign Languages
A.B., University of Chattanooga; M.A., Ph.D., University of Georgia. *Graduate Faculty.*
- Grace Toney Edwards (1967) Instructor in English
B.S., M.A., Appalachian State University.
- Lawrence Fielding Edwards (1966) Associate Professor and Chairman of Art
B.A., University of Southern Mississippi; M.F.A., University of Mississippi. *Graduate Faculty.*
- Robert Wayne Edwards (1972) Assistant Professor of Health,
Physical Education and Recreation
B.S., Wake Forest University; M.A., University of North Carolina at Chapel Hill; Ed.D., George
Peabody College for Teachers.
- Daisy Williams Eggers (1954) Associate Professor of English
B.S., M.A., Appalachian State University.
- Barry Elledge (1969) Associate Professor of Economics
B.S., Berea College; M.S., University of Massachusetts; Ph.D., North Carolina State University.
Graduate Faculty.
- William R. Elmore, Jr. (1973) Assistant Professor of Human Resources and
Childhood Education
B.A., M.A., East Carolina University; Ph.D., University of Georgia.
- Ronald J. Ensey (1969) Associate Professor of Mathematical Sciences
B.A., Hardin-Simmons University; M.S., Ph.D., New Mexico State University. *Graduate Faculty.*

- Terry Elmer Epperson, Jr. (1962) Professor of Geography and Geology
B.S., East Tennessee State University; M.S., University of Kentucky; Ph.D., University of Tennessee.
Graduate Faculty.
- Nicholas Erneston (1948) Professor of Music and Dean of the
College of Fine and Applied Arts
B.Mus.Ed., Shenandoah Conservatory of Music; M.Mus., Cincinnati Conservatory of Music; Ph.D.,
Florida State University. *Graduate Faculty.*
- William Morris Evans (1968) Associate Professor of Foreign Languages
B.A., M.Ed., Ph.D., University of North Carolina. *Graduate Faculty.*
- Carolyn L. Farquhar (1973) Associate Professor of Childhood Education
B.S., University of Omaha; M.A., Ph.D., Michigan State University.
- Marjorie F. Farris (1970) Associate Professor of Counselor Education and Reading
B.S., University of Miami; M.S., Kansas State College; Ed.D., University of Georgia. *Graduate Faculty.*
- Dale L. Fleisher (1973) Assistant Professor of Accounting
B.S., M.A., Ball State University; C.P.A., Indiana University.
- Lila Flory (1973) Assistant Professor of Economics
B.A., Kansas State University; M.A., Ph.D., University of Iowa.
- Lorraine Force (1968) Professor of Art and Secondary Education
B.S., Southwest Missouri State; M.Ed., University of Miami; Ph.D., Florida State University. *Graduate
Faculty.*
- Josephine Alexander Foster (1973) Professor and Chairman of Home Economics
B.S.H.E., M.Ed., Ph.D., University of North Carolina at Greensboro.
- Elizabeth Fox (1957) Assistant Professor of Music
B.Mus., M.Mus.Ed., North Texas State University. *Graduate Faculty.*
- Paul A. Fox (1970) Assistant Professor of Psychology
B.A., Hofstra University; M.A., Ph.D., Southern Illinois University.
- Virginia A. Foxx (1972) Part-time Instructor in Sociology and Anthropology
A.B., M.A.C.T., University of North Carolina at Chapel Hill.
- Gadsden Creighton Frampton, Jr. (1972) Assistant Professor of
Business Administration
B.A., Presbyterian College; M.B.A., Ph.D., University of South Carolina. *Graduate Faculty.*
- Gerald Lee Francis (1973) Assistant Professor of Mathematical Sciences
B.A., M.A., Appalachian State University; Ph.D., Virginia Polytechnic Institute.
- Donald Howe Frantz, Jr. (1970) Professor of English
B.A., M.A., Redlands University; Ph.D., University of Southern California. *Graduate Faculty.*
- Patricia Farthing Fry (1972) Instructor and Curriculum Library Librarian
B.A., M.S.L.S., Louisiana State University.
- Frances Stone Fulmer (1961) Assistant Professor of Mathematical
Sciences and Childhood Education
A.B., Winthrop College; M.S., C.A.S., Appalachian State University.
- William Edmund Fulmer (1955) Professor of Secondary Education
A.B., Catawba College; Ed.M., University of South Carolina; Ed.D., University of Missouri. *Graduate
Faculty.*
- Ole Gade (1970) Associate Professor of Geography and Geology
B.A., M.S., Florida State University; Ph.D., Michigan State University. *Graduate Faculty.*
- Verne Roger Gaither (1972) Assistant Professor of Educational Media
B.S., M.S., Illinois State University.
- Colette Sue Garrison (1970) Assistant Professor of Health,
Physical Education and Recreation
B.S., Slippery Rock State College; M.Ed., The University of Akron.
- Patricia Ellen Gaynor (1973) Assistant Professor of Administration,
Supervision and Higher Education
B.S., Stetson University; M.A., Ph.D., University of Miami.
- Daniel Bernard German (1972) Assistant Professor of Political Science
B.A., M.A., University of South Dakota; Ph.D., Georgetown University. *Graduate Faculty.*

- Clarence Hazel Gilstrap (1964) Assistant Professor of Secondary Education and
Director of Admissions
B.A., Furman University; M.A., Appalachian State University.
- Arthur Spears Gloster II (1971) Associate Professor of Business
Administration and Director of the Computer Center
B.S., University of Chattanooga; M.S., Ed.S., University of Tennessee.
- Sandra Jean Glover (1969) Assistant Professor of Biology
B.S., Northwestern State University of Louisiana; M.Ed., Ph.D., University of Georgia. *Graduate
Faculty.*
- Gaye Wagoner Golds (1964) Assistant Professor and Reserve Room Librarian
B.S., M.A., Appalachian State University.
- Betty Gales Graham (1973) Instructor in Human Resources
B.A., Erskine College.
- George Logan Graham (1967) Professor of Secondary Education
B.S., M.Ed., West Texas State University; LL.D., Hardin-Simmons University. *Graduate Faculty.*
- Ray Logan Graham (1963) Professor and Chairman of Mathematical Sciences
B.S., West Texas State University; M.A.T., Ph.D., New Mexico State University. *Graduate Faculty.*
- William David Graham (1972) Assistant Professor of Industrial Arts and
Technical Education
A.B., M.A., Montclair State College; Ed.D., Indiana University.
- Antony Gray (1969) Instructor in Health, Physical Education and Recreation
B.S., M.A., Appalachian State University.
- James B. Gray (1973) Instructor in Human Resources
B.S., Peabody College; M.Ed., University of North Carolina at Charlotte.
- Lowell Clark Green (1968) Associate Professor of History
B.A., Wartburg College; B.D., Wartburg Seminary; Dr.Theol., University of Erlangen. *Graduate Faculty.*
- Violet E. Green (1968) Part-time Instructor and Assistant Reference Librarian
B.S., University of Minnesota.
- Edgar D. Greene, Jr. (1971) Assistant Professor of Biology and
Childhood Education
B.S., M.A., Appalachian State University; Ph.D., Florida State University.
- James Albert Green (1973) Assistant Professor of Sociology and
Anthropology and Human Resources
B.A., Wake Forest University; M.S.S.W., University of Tennessee.
- Mia Grosz (1973) Instructor in Foreign Languages
B.A., University of Vienna.
- Melvin H. Gruensfelder (1969) Assistant Professor of Health,
Physical Education and Recreation and Secondary Education
B.S., M.S., University of Illinois.
- Jacqueline Guidry (1972) Instructor in Speech
B.A., University of Southwestern Louisiana; M.S., Southern Illinois University.
- Thomas Hilton Gunn (1972) Assistant Professor and Music Librarian
B.S., High Point College; M.Ed., University of North Carolina at Greensboro.
- Stephen Francis Hall (1972) Instructor in Sociology and Anthropology
B.A., M.A., Southern Illinois University.
- Sheldon Hanft (1969) Associate Professor of History
B.A., City College of New York; M.A., Ph.D., New York University. *Graduate Faculty.*
- William C. Hanner (1970) Instructor in Industrial Arts and Technical Education
B.S., M.A., Appalachian State University.
- W. Robert Harkins (1972) Part-time Instructor in Business Administration
B.S., Virginia Polytechnic Institute; J.D., University of Tennessee.
- J. Edward Harrill (1961) Professor of Counselor Education and
Reading and Associate Dean of the College of Education
B.A., Berea College; M.A., Peabody College; Ph.D., University of North Carolina at Chapel Hill.
Graduate Faculty.

- J. Braxton Harris (1958)..... Professor of Administration, Supervision and Higher Education and Vice Chancellor for Student Affairs
A.B., Lenoir-Rhyne College; M.A., Appalachian State University; Ed.D., Indiana University. *Graduate Faculty.*
- Stanley Austin Harris, Jr. (1965)..... Part-time Assistant Professor of Accounting and Finance
B.S., Appalachian State University; M.B.A., New York University.
- Audrey Hartley (1972)..... Instructor and Assistant Reference Librarian
B.S., M.A., Appalachian State University.
- Ernest B. Hartley (1973)..... Assistant Professor of Educational Media
B.S., M.A., Appalachian State University.
- Peggy J. Hartley (1973)..... Assistant Professor of Foreign Languages and Secondary Education
B.A., M.A., Appalachian State University; Ph.D., University of South Carolina.
- James Winslow Hathaway (1971)..... Assistant Professor of Business Administration
A.B., Dartmouth College. *Graduate Faculty.*
- Charles Jakie Haulk (1972)..... Assistant Professor of Economics
B.S., M.A., North Carolina State University; Ph.D., Duke University. *Graduate Faculty.*
- Richard Herbert Haunton (1972)..... Professor of History
A.A., Monmouth College; B.A., M.A., Indiana University; Ph.D., Emory University. *Graduate Faculty.*
- Alan Jon Hauser (1972)..... Assistant Professor of Philosophy and Religion
B.A., Concordia Teachers College; M.A.R., Concordia Seminary; Ph.D., University of Iowa. *Graduate Faculty.*
- Martha Grey Hawkinson (1955)..... Assistant Professor of Business Education and Office Administration
A.B., B.S.S.A., Queens College; M.A., Appalachian State University. *Graduate Faculty.*
- John W. Heaton (1969)..... Instructor and Assistant Acquisition Librarian
B.A., Milligan College; M.A.L.S., East Tennessee State University.
- David Heisser (1969)..... Assistant Professor of History
B.S., College of Charleston; M.A., Ph.D., University of North Carolina at Chapel Hill.
- Donna W. Helseth (1969)..... Instructor in Counselor Education and Reading
B.S., Appalachian State University; M.Ed., University of Georgia.
- Frank Alfred Helseth (1968)..... Assistant Professor of Biology
B.S., Appalachian State University; M.S., Ph.D., University of Georgia. *Graduate Faculty.*
- Vaughan Tyrone Hendrix (1971)..... Instructor in Biology
B.S., A & T College of North Carolina; M.S., Virginia State College.
- Richard Nelson Henson (1970)..... Assistant Professor of Biology
B.S., Lamar State College of Technology; M.S., Ph.D., Texas A & M University. *Graduate Faculty.*
- Miriam Herin (1973)..... Part-time Assistant Professor of English
B.A., Emory & Henry College; M.A., Ph.D., University of South Carolina.
- Hans G. Heymann (1969)..... Professor of English
B.A., Friedrich Wilhelm College; M.A., Ph.D., University of Frankfurt. *Graduate Faculty.*
- Marie Leach Hicks (1973)..... Assistant Professor of Biology
B.S., M.A., Appalachian State University; Ph.D., University of Tennessee.
- Robert Griggs Higbie (1973)..... Assistant Professor of English
B.A., Amherst College; M.A., University of California at Berkeley; Ph.D., Indiana University.
- Maynard John Higby (1967)..... Associate Professor of English
B.S., Clemson University; M.A., Ph.D., University of South Carolina. *Graduate Faculty.*
- L. Keith Hill (1973)..... Assistant Professor and Assistant Reference Librarian
B.A., M.S., University of North Carolina at Chapel Hill.
- Lloyd H. Hilton (1969)..... Professor and Chairman of English
B.A., Wayland Baptist College; M.A., Texas Technological College; Ph.D., University of Texas. *Graduate Faculty.*
- Cleone Haynes Hodges (1938)..... Professor of Health, Physical Education and Recreation
A.B., Louisiana State Normal College; M.S., Louisiana State University.

- Marvin K. Hoffman (1970) Assistant Professor of Political Science
B.A., Rutgers University; M.A., Ph.D., University of Georgia. *Graduate Faculty.*
- Oscar Dile Holton, Jr. (1968) Associate Professor of English
B.A., Wayland College; M.A., Ph.D., Texas Technological University. *Graduate Faculty.*
- Alvin Ray Hooks (1970) Associate Professor and Acting Chairman of
Administration, Supervision and Higher Education
B.S., M.A., Appalachian State University; Ph.D., University of Michigan. *Graduate Faculty.*
- Francis Lentz Hoover (1945) ... Professor of Health, Physical Education and Recreation
B.S., Appalachian State University; M.A., University of North Carolina at Chapel Hill; Dir. P.E.,
D.P.E., Indiana University. *Graduate Faculty.*
- Rena Caldwell Hoover (1955) Assistant Professor of History
A.B., Coker College; M.A., Appalachian State University.
- Lawrence Edward Horine (1968) Professor and Chairman of Health,
Physical Education and Recreation
B.S., M.A., Ed.D., University of Colorado. *Graduate Faculty.*
- Ben Haskell Horton (1950) Professor of Administration,
Supervision and Higher Education
B.S., M.A., Appalachian State University; Ed.D., Florida State University. *Graduate Faculty.*
- Joann Horton (1973) Instructor in Foreign Languages and
Assistant Director of Placement
B.A., M.A., Appalachian State University.
- Sandra Ann Horvath (1970) Assistant Professor of History
A.B., State University; M.A., Ph.D., Catholic University.
- Richard D. Howe (1973) Associate Professor of History and
Administration, Supervision and Higher Education and Assistant to the Chancellor
B.S., M.A., Appalachian State University; Ph.D., University of California at Los Angeles.
- William C. Hubbard (1972) ... Assistant Professor of Counselor Education and Reading
B.Mus., M.Ed., University of Miami; M.S., Indiana University; Ed.D., University of Miami.
- William Ralph Hubbard (1969) Associate Professor of Biology
B.S., Appalachian State University; Ph.D., University of North Carolina at Chapel Hill. *Graduate Faculty.*
- Mary Alice Huff (1942) Assistant Professor and Catalog Librarian
A.B., Limestone College; B.S.L.S., George Peabody College for Teachers.
- Peyton Albert Hughes (1968) Professor of Sociology and
Anthropology and Secondary Education
B.A., M.A., Ph.D., Mississippi State University. *Graduate Faculty.*
- Lloyd J. Hughlett (1973) Assistant Professor of Business Administration
B.A., St. Joseph College; M.A., University of Southern California.
- Judy Lucille Humphrey (1973) Instructor in Art
B.F.A., M.F.A., University of Georgia.
- Richard Alan Humphrey (1970) Professor of Philosophy and Religion
B.A., Cornell College; B.D., Drew Theological Seminary; Ph.D., Drew University. *Graduate Faculty.*
- E. Stanley Hunter (1973) Adjunct Assistant Professor in Human Resources
A.B., Emory University; M.P.H., University of North Carolina at Chapel Hill.
- Daniel F. Hurley (1969) Assistant Professor of English
B.A., The Sulpician Seminary of the Northwest; M.A., Ph.D., Louisiana State University.
- Homer Howard Hurley (1965) Professor of Biology
B.S., North Carolina State University; M.Ed., University of North Carolina at Chapel Hill; Ph.D.,
George Washington University. *Graduate Faculty.*
- Tracey DeBell Hurley (1969) Part-time Instructor in English
B.A., William and Mary; M.A., Louisiana State University.
- Daniel Eugene Hursh (1973) Adjunct Assistant Professor of Human Resources
B.A., The Sulpician Seminary of the Northwest; M.A., Ph.D., Louisiana State University.
- Raymond James Hyer (1972) Associate Professor of Human Resources and
Secondary Education
B.A., Ed.M., Rutgers University; Ph.D., Florida State University. *Graduate Faculty.*

- William Imperatore (1969) Associate Professor of Geography and
Geology and Childhood Education
B.S., Slippery Rock State College; M.A., Ed.D., University of Georgia. *Graduate Faculty.*
- Cordelia Rugeley Inks (1970) Instructor and Assistant Catalog Librarian
B.S., M.L.S., Texas University.
- Frances Virginia Irons (1968) Assistant Professor of Home Economics
B.S., University of North Carolina at Greensboro; M.S., Virginia Polytechnic Institute.
- Charles Lee Isley (1958) Professor of Music and Secondary Education
B.S., Davidson College; M.A., Appalachian State University; Ed.D., North Texas State University.
Graduate Faculty.
- James W. Jackson (1970) ... Associate Professor, Dean of Educational Innovation and
Change, Dean of the College of Continuing Education and Director of Summer School
B.A., M.A., University of Florida; Ph.D., University of Miami. *Graduate Faculty.*
- Carolyn Jamison (1972) Instructor and Government Documents Librarian
A.B., M.S.L.S., University of North Carolina at Chapel Hill.
- William Thomas Jamison (1970) Assistant Professor of Secondary Education
A.B., M.A.T., University of North Carolina at Chapel Hill.
- Basil G. Johnson, Jr. (1967) Professor of Psychology
B.A., University of Oklahoma; M.A., University of Tulsa; Ed.D., Oklahoma State University. *Graduate
Faculty.*
- James Edwin Johnson (1962) Professor of Chemistry
B.S., Emory and Henry College; M.S., Ph.D., Virginia Polytechnic Institute. *Graduate Faculty.*
- Dennis Alan Johnston (1971) Assistant Professor of Music
A.B., Grinnell College; M.Mus., University of Arkansas.
- Isabel Fleming Jones (1953) Professor of Counselor Education and Reading
B.S., M.Ed., Ed.D., University of Virginia. *Graduate Faculty.*
- James Frederick Jones (1956) Associate Professor of Accounting and Finance
A.B., Elon College; M.A., East Carolina University. *Graduate Faculty.*
- Kyle Chester Jones (1971) Part-time Instructor in Accounting and Finance
B.A., East Carolina University; M.A., Appalachian State University.
- Robert Sommerville Jones (1971) Associate Professor of Childhood Education
B.A., Wake Forest University; M.Ed., Ph.D., University of South Carolina.
- Ray G. Jones, Jr. (1973) Assistant Professor of Accounting and Finance
B.S., M.S., Florida State University.
- Barbara Adele Justice (1965) Assistant Professor of Music
B.S., M.A., Appalachian State University.
- Ila Taylor Justice (1949) Associate Professor and Acting Chairman of
Educational Media
A.B., Berea College; B.S.L.S., M.S.L.S., George Peabody College.
- Ronald West Kanoy (1966) Assistant Professor of Health,
Physical Education and Recreation
B.S., M.A., Appalachian State University.
- Peter Karavites (1971) Assistant Professor of History
M.A., University of Chicago; Ph.D., Loyola University of Chicago.
- Jane Fuller Kauffman (1970) Assistant Professor of Foreign Languages
B.A., M.A., University of Alabama.
- Jay T. Kearney (1971) Assistant Professor of Health,
Physical Education and Recreation
B.S., State University of New York; M.A., Ph.D., University of Maryland.
- Lester Dean Keasey (1967) Professor of Sociology and Anthropology
A.B., Gettysburg College; B.D., Lutheran Theological Seminary; A.M., New York University; Ph.D.,
University of Pittsburgh. *Graduate Faculty.*
- Larry Gene Keeter (1971) Assistant Professor of Sociology and Anthropology
B.A., Berea College; B.D., Th.M., Harvard Divinity School; Ph.D., Boston University.
- Allen Franssen Kindt (1971) Assistant Professor of Music
B.Mus., Curtis Institute of Music; M.S., Julliard School of Music; D.M.A., University of Michigan.

- Winston Lee Kinsey (1969) Assistant Professor of History
B.A., M.A., Baylor University; Ph.D., Texas Technological College.
- Frederick W. Kirchberg (1973) Instructor in Human Resources
B.S., Western Carolina University; M.A., Appalachian State University.
- Anita Narvarte Kitchens (1973) Instructor in Mathematical Sciences
B.A., University of Texas; M.A., University of Arizona.
- Larry Joe Kitchens (1972) Assistant Professor of Mathematical Sciences
B.S., West Texas State University; M.A., Ph.D., University of Arizona. *Graduate Faculty.*
- Adrian D. Knight (1973) Part-time Instructor in Mathematical Sciences
B.S., Louisiana State University; M.S., Northwestern State University.
- Joseph Pat Knight (1972) Assistant Professor of Childhood Education
A.B., M.A., New Mexico State University; Ed.D., University of Northern Colorado.
- William Herbert Knight (1971) Professor of Psychology and Human Resources
B.S., Madison College; B.S., Ph.D., Michigan State University. *Graduate Faculty.*
- Gregory Kosteck (1973) Associate Professor of Music
B.Mus., University of Maryland; M.Mus., D.M.A., University of Michigan.
- Ernest Paul Lane (1970) Associate Professor of Mathematical Sciences
B.A., Berea College; M.A., University of Tennessee; Ph.D., Purdue University. *Graduate Faculty.*
- Ernest K. Lange (1973) Associate Professor of Human Resources and
Health, Physical Education and Recreation
B.S., M.S., Ed.D., University of New Mexico.
- Lawrence Andrew Larsen (1971) Adjunct Assistant Professor of Human Resources
B.A., M.A., University of North Dakota; Ph.D., George Peabody College.
- Edgar Ole Larson (1968) Professor of Health, Physical Education and Recreation
B.A., St. Olaf College; M.S., Washington State University; Ed.D., University of Oregon. *Graduate Faculty.*
- Raymond Leigh Larson (1972) Associate Professor of Accounting and Finance
B.A., M.B.A., Washington State University; D.B.A., University of Oregon. *Graduate Faculty.*
- Helen Latour (1971) Assistant Professor of Foreign Languages
A.B., Emmanuel College; M.A., Boston College; Ph.D., University of North Carolina at Chapel Hill.
- Joyce V. Lawrence (1972) Associate Professor of Childhood Education
B.A.E., M.E., Ed.D., University of Florida.
- Richard Herbert Levin (1970) Professor of Psychology
B.S., Rutgers University; M.A., Ph.D., University of Florida. *Graduate Faculty.*
- Alice Jane Lewis (1970) Instructor in Home Economics
A.B., Meredith College; M.S., University of North Carolina at Greensboro.
- Helena F. Lewis (1973) Assistant Professor of History
B.A., Radcliffe College; Ph.D., New York University.
- Leon Henry Lewis (1972) Assistant Professor of English
B.A., Oberlin College; M.A., University of Pennsylvania; Ph.D., State University of New York.
- Robert George Light (1957) Assistant Professor of Health,
Physical Education and Recreation
B.S., M.S., Washington University.
- Thomas Joe Liggett (1971) Instructor in Educational Media
A.B., University of Miami.
- Grace Greene Lilly (1967) Associate Professor and Chairman of Childhood Education
B.S., Appalachian State University; M.A., University of North Carolina at Chapel Hill. *Graduate Faculty.*
- J. Gordon Lindsay, Jr. (1969) Assistant Professor of Physics
B.S., M.S., Ph.D., Virginia Polytechnic Institute.
- William Edgar Loftin (1972) Associate Professor of Business Administration
B.S., M.B.A., Northeast Louisiana University; D.B.A., Mississippi State University. *Graduate Faculty.*
- Joseph C. Logan (1966) Professor of Music and Dean of the College of Education
B.F.A., M.F.A., University of Georgia; Ph.D., Florida State University. *Graduate Faculty.*
- Susan Horne Logan (1966) Professor of English and Secondary Education
A.B., M.A., University of Georgia; Ph.D., Florida State University. *Graduate Faculty.*

- James D. Long (1972) Assistant Professor of Psychology and Secondary Education
B.S., Western Carolina University; M.A., Appalachian State University; Ed.D., University of Tennessee.
- Noyes Capehart Long (1969) Associate Professor of Art
B.F.A., Auburn University; M.A., University of Missouri.
- Frank M. Lovrich (1965) Professor of Sociology and Anthropology
A.B., Southeastern Louisiana State University; M.A., University of South Dakota; Ph.D., South Dakota State University. *Graduate Faculty.*
- Doris Lucas (1973) Associate Professor of English
B.S., A & T State University; M.A., North Carolina Central University; Ph.D., University of Illinois.
- Joseph A. Lukaszewski (1973) Adjunct Assistant Professor of Health, Physical Education and Recreation
B.S., M.A., Appalachian State University.
- George E. Lyne, Jr. (1973) Assistant Professor of Business Administration
B.S., University of North Carolina at Chapel Hill.
- Robert Joseph Lysiak (1973) Instructor in English
B.A., Hofstra University; Ph.D., Ohio University.
- Ronald D. McCullagh (1972) Assistant Professor of Business Education and Office Administration
B.S., M.S., University of North Dakota; Ph.D., University of Northern Colorado.
- Charles E. McDaniel (1971) Associate Professor of Health, Physical Education and Recreation
B.S., M.S., Florida State University; Ph.D., Michigan State University.
- Harry L. McDonald (1972) Associate Professor of Health, Physical Education and Recreation
B.S., M.A., Murray State University; Ph.D., Michigan State University.
- Arnold David McEntire (1962) Associate Professor of Mathematical Sciences
B.S., M.A., Appalachian State University.
- Charles K. McEwin, Jr. (1973) Assistant Professor of Childhood Education
B.S., M.Ed., East Texas State University; Ed.D., North Texas State University.
- Betty H. McFarland (1962) Instructor in English
B.S., M.A., Appalachian State University.
- Robert B. McFarland (1961) Assistant Professor of Educational Media
B.S., M.A., Appalachian State University.
- Lois Blake McGirt (1970) Assistant Professor of Educational Media
B.A., University of Richmond; B.S., M.S., University of North Carolina at Chapel Hill.
- Thomas A. McGowan (1972) Instructor in English
B.A., University of Notre Dame; M.A., University of Virginia.
- Richard B. McKenzie (1972) Associate Professor of Economics
B.S., Pfeiffer College; M.A., University of Maryland; Ph.D., Virginia Polytechnic Institute. *Graduate Faculty.*
- F. Kenneth McKinney (1968) Associate Professor of Geography and Geology
B.S., Old Dominion College; M.S., Ph.D., University of North Carolina at Chapel Hill. *Graduate Faculty.*
- Gail R. McLain (1973) Assistant Professor of Psychology
B.S., M.S., Memphis State University; Ed.D., University of Tennessee.
- Shah Mahmoud (1971) Professor of Business Administration
B.B.A., M.B.A., Toledo University; Ph.D., Columbia University. *Graduate Faculty.*
- Emory V. Maiden, Jr. (1973) Assistant Professor of English
B.A., University of Richmond; M.A., Ph.D., University of Virginia.
- Carlton Maile (1973) Assistant Professor of Business Administration
B.S., M.S., University of Michigan.
- Karen B. Maloney (1973) Assistant Professor of Human Resources
B.A., Colorado College; M.A., Ph.D., University of Kansas.
- Clara Zebroski Mamola (1972) Instructor in Secondary Education
A.B., State University of New York; M.A., Florida State University.
- Karl Charles Mamola (1965) Associate Professor of Physics
B.S., State University of New York; M.S., Florida State University; Ph.D., Dartmouth College.

- Alexander A. Manning (1973) Adjunct Assistant Professor of Psychology
B.A., M.S., Ph.D., University of Miami.
- Peter Maravich (1972) Associate Professor of Health,
Physical Education and Recreation
B.A., B.S., Davis and Elkins College; M.A., West Virginia University.
- Robert Stephen Maris (1972) Assistant Professor of Psychology
B.A., University of Arkansas at Little Rock; M.A., Ph.D., University of Alabama.
- Martha Marshall (1973) Instructor in Accounting and Finance
B.S.E., Henderson State College; M.B.A., University of Arkansas.
- William Michael Martin (1972) Instructor in Secondary Education
B.A., Furman University; M.A., Appalachian State University.
- William Wilson May (1972) Assistant Professor of Psychology
B.S., M.A., East Tennessee State University; Ph.D., University of Georgia.
- Millard M. Meador (1969) Professor of Human Resources
B.A., M.A., Ph.D., Wayne State University. *Graduate Faculty.*
- Janet S. Mears (1973) Instructor in Childhood Education
B.A., Grove City College; M.A., Appalachian State University.
- Carl G. Meeks (1958) Professor of Health, Physical Education and Recreation
B.S., East Tennessee State University; M.A., University of Mississippi; Ed.D., Columbia University.
Graduate Faculty.
- Eloise Camp Melton (1956) Assistant Professor of History
A.B., East Carolina University; M.A., George Peabody College for Teachers.
- Jack Robert Melton (1950) Professor of Secondary Education
A.B., M.A., Duke University; Ph.D., University of North Carolina at Chapel Hill. *Graduate Faculty.*
- William Dean Meredith (1962) Assistant Professor of Childhood Education
B.A., Lynchburg College; M.Ed., University of Virginia.
- Carl John Messere (1962) Associate Professor of Accounting and Finance
B.S., M.A., Appalachian State University.
- Henry Gaston Michaux (1972) Associate Professor of Art
B.F.A., Texas Southern University; M.Ed., Ed.D., The Pennsylvania State University.
- David Nathaniel Mielke (1972) Assistant Professor of Secondary Education and
Political Science
B.S., East Tennessee State University; M.S., University of Tennessee.
- George Benjamin Miles (1961) Professor and Chairman of Chemistry
B.S., Ph.D., University of Tennessee. *Graduate Faculty.*
- Napoleon Andrew Miller (1965) Professor and Chairman of Secondary Education
B.S., Western Carolina University; M.Ed., Springfield College; Ed.D., University of Tennessee. *Graduate Faculty.*
- Stephen W. Millsaps (1972) Assistant Professor of Business Administration
B.S., Ph.D., North Carolina State University. *Graduate Faculty.*
- Faye Juliette Mitchell (1963) Assistant Professor and Periodicals Librarian
A.B., Winthrop College; M.A.L.S., George Peabody College for Teachers.
- Carl A. Moeller (1972) Associate Professor of Industrial Arts and
Secondary Education
B.A., Michigan State University; M.Ed., Texas A & M University; Ed.D., Wayne State University.
- Francis Montaldi (1970) Assistant Professor of Biology
B.S., M.A., Appalachian State University; Ed.D., University of Georgia. *Graduate Faculty.*
- Mary Rowena Moore (1967) Professor of English
B.S., Western Michigan University; M.S., Ed.D., Indiana University. *Graduate Faculty.*
- Michael Jonathon Moore (1971) Assistant Professor of History
B.A., M.A., Ph.D., University of Washington.
- Richter H. Moore, Jr. (1970) Professor and Chairman of Political Science
B.S., LL.B., University of South Carolina; M.A., Ph.D., University of Kentucky. *Graduate Faculty.*
- J. Patrick Morgan (1973) Instructor in Political Science
B.S., University of North Carolina at Chapel Hill; J.D., University of Mississippi.
- James S. Morris, Jr. (1973) Instructor in Health, Physical Education and Recreation
B.A., Milligan College; M.A., University of North Carolina at Chapel Hill.

- William Truett Moss (1970) Professor of Psychology
A.B., Mercer University; M.S., Ph.D., University of Georgia. *Graduate Faculty.*
- Roland F. Moy (1970) Associate Professor of Political Science
B.S., Wisconsin State University; M.A., Ph.D., Ohio State University. *Graduate Faculty.*
- Tridib K. Mukherjee (1970) Associate Professor of Economics
B.A., University of Calcutta; M.S., Ph.D., University of Maryland. *Graduate Faculty.*
- Edna Mulgrew (1973) Instructor in Human Resources
B.S., Fordham University; M.S., Florida State University.
- John Mulgrew (1971) Assistant Professor of Counselor Education and
Reading and Director of Psychological Services Center
B.S., Fordham University; M.S., St. John's University; Ph.D., Florida State University. *Graduate Faculty.*
- Joseph Long Murphy (1964) Assistant Professor of Secondary Education
A.B., Stetson University; M.A., George Peabody College for Teachers.
- Gertrude M. Neis (1973) Associate Professor of Psychology
A.B., John B. Stetson University; M.A., University of Florida; Ph.D., University of North Carolina at Chapel Hill.
- Mayrelee Newman (1969) Associate Professor of Administration,
Supervision and Higher Education
B.A., Washington State University; M.L.S., University of Washington.
- William Jackson Newton (1967) Associate Professor of Music
B.Mus.Ed., Southern State College; M.Mus.Ed., Ed.D., North Texas State University. *Graduate Faculty.*
- Leland L. Nicholls (1971) Assistant Professor of Geography and
Geology and Assistant to the Dean of the College of Arts and Sciences
B.A., M.A., Colorado State College; Ph.D., University of Tennessee. *Graduate Faculty.*
- Robert Clair Nicklin (1967) Associate Professor of Physics
B.S., South Dakota School of Mines; Ph.D., Iowa State University. *Graduate Faculty.*
- Raymond Joseph Ochs (1972) Instructor in Health, Physical Education and Recreation
B.S., Northwest Missouri State College; M.S., Indiana State University.
- Anne Maurine O'Hora (1966) Assistant Professor of History
B.A., Good Counsel College; M.A., Columbia University.
- Donald P. Olander (1969) Assistant Professor of Chemistry
B.S., Washburn University of Topeka; M.S., Ph.D., University of Nebraska. *Graduate Faculty.*
- Alfred Benjamin Overbay (1967) Instructor in Chemistry
B.S., M.A., Appalachian State University.
- Clyde Charles Owen (1962) Professor of Industrial Arts and Technical Education
B.S., M.S., Texas College of Arts and Industries. *Graduate Faculty.*
- Harry Gilmore Padgett (1967) Associate Professor of Counselor Education
and Reading
B.A., Furman University; B.D., Th.M., Southeastern Seminary; M.Ed., Ed.D., University of Georgia. *Graduate Faculty.*
- William Thomas Palmer (1971) Professor and Chairman of Military Science
B.A., Norwich University.
- O'Hyun Park (1971) Assistant Professor of Philosophy and Religion
B.D., Yonsei University; Ph.D., Temple University. *Graduate Faculty.*
- Gerald Lee Parker (1973) Associate Professor of Counselor Education
A.B., Marion College; M.Ed., University of North Carolina at Greensboro; Ed.D., University of Georgia.
- Robert Clinton Parker (1972) Assistant Professor of Music and
Assistant to the Dean of the College of Fine and Applied Arts
B.S., Appalachian State University; M.M.C.A., University of North Carolina at Chapel Hill.
- Richard Parrott (1973) Instructor in Administration,
Supervision and Higher Education
B.S., Sam Houston State University; M.A., Appalachian State University.

- Howard William Paul (1970) Associate Professor of Mathematical Sciences and Secondary Education
A.B., Capital University; M.A., Bowling Green State University; Ph.D., Ohio State University. *Graduate Faculty.*
- Philip Malcolm Paul (1966) Assistant Professor of Music
B.Mus., M.Mus., University of Miami; Ph.D., University of Georgia.
- Darryll T. Pederson (1973) Assistant Professor of Geography and Geology
B.S., Valley City State College; M.S., Ph.D., University of North Dakota.
- Lynn McIver Perry (1968) Associate Professor and Acting Chairman of Mathematical Sciences
B.S., M.A., Ph.D., North Carolina State University. *Graduate Faculty.*
- Peter Petschauer (1968) Associate Professor of History
B.A., Washington Square College of New York University; M.A., Ph.D., New York University. *Graduate Faculty.* (Leave of absence 1973-74 academic year.)
- Joe Frank Phelps (1971) Instructor in Music
B.Mus.Ed., Indiana University; M.Mus.Ed., Eastern Kentucky University.
- Edward Lee Pilkington (1970) Assistant Professor of Speech
B.F.A., Ithaca College; M.F.A., University of North Carolina at Greensboro.
- Margaret Ruth Polson (1971) Assistant Professor of Art
B.F.A., M.S., Cornell University; M.F.A., State University of Iowa.
- Fergus Pope (1971) Adjunct Associate Professor of Human Resources
B.A., Colgate University; M.B., B.S., University of London; M.R.C.S., The Royal College.
- Charles Ellington Porterfield (1968) Professor and Chairman of Speech
B.A., Birmingham—Southern University; M.A., State University of Iowa; Ph.D., Louisiana State University. *Graduate Faculty.*
- Elton George Powell (1968) Associate Professor of Foreign Languages
A.B., Florida Southern College; B.D., Emory University; M.A., Ph.D., University of North Carolina at Chapel Hill. *Graduate Faculty.*
- Mary Wells Powell (1967) Assistant Professor of Psychology
A.B., M.S., University of North Carolina at Chapel Hill.
- Uberto Price (1955) Professor of Counselor Education and Reading
B.S., Eastern Kentucky State University; M.A., Western Kentucky State University. *Graduate Faculty.*
- James Roy Prince (1960) Professor and Chairman of Foreign Languages
B.A., University of South Carolina; M.A., Ph.D., University of North Carolina at Chapel Hill. *Graduate Faculty.*
- John A. Pritchett, Jr. (1956) Associate Professor of Educational Media
A.B., M.A., George Peabody College for Teachers. *Graduate Faculty.*
- Judith Poss Pulley (1973) Associate Professor of History
B.A., Webster College; Ph.D., University of Virginia.
- Raymond H. Pulley (1973) Associate Professor of History
B.A., Old Dominion University; M.A., Emory University; Ph.D., University of Virginia.
- Burton Lewin Purrington (1970) Assistant Professor of Sociology and Anthropology
B.A., Carleton College; M.A., University of Kentucky; Ph.D., University of Wisconsin.
- As'ad Adib Rahhal (1970) Associate Professor of Political Science
B.A., M.A., American University of Beirut; Ph.D., Syracuse University. *Graduate Faculty.*
- Beatrix Blanton Ramey (1958) Assistant Professor of Childhood Education
B.S., Appalachian State University; M.A., University of North Carolina at Chapel Hill.
- John Frank Randall (1957) Professor of Biology
A.B., University of North Carolina; M.S., University of Michigan; Ph.D., University of South Carolina. *Graduate Faculty.*
- Robert Lee Randall (1960) Professor of Administration, Supervision and Higher Education and Director of Placement
B.S., East Tennessee State University; M.A., University of North Carolina at Chapel Hill; Ed.D., Harvard University. *Graduate Faculty.*
- Alfred Valentine Rapp (1971) Assistant Professor of Industrial Arts and Technical Education
B.S., M.Ed., Kent State University; Ed.D., University of Northern Colorado.

- Loren Arthur Raymond (1972) Assistant Professor of Geography and Geology
B.S., M.S., San Jose State College; Ph.D., University of California at Davis. *Graduate Faculty.*
- Gregory George Reck (1972) Assistant Professor of Sociology and Anthropology
B.A., University of Houston; M.A., Ph.D., Catholic University of America.
- Laurie Tully Reed (1966) Assistant Professor of English
A.B., M.A., University of North Carolina at Chapel Hill. *Graduate Faculty.*
- Eric F. Reichard (1973) Instructor in Industrial Arts and Technical Education
B.S., M.A., Appalachian State University.
- Robert Ellis Reiman (1963) Professor of Geography and Geology and
Dean of Research Services
B.S., M.A., Ph.D., Florida State University. *Graduate Faculty.*
- R. Cranstoun Reinoso (1973) Associate Professor of Accounting and Finance
B.S.B.A., University of Florida; Ph.D., University of North Carolina at Chapel Hill.
- John S. Reynolds (1972) Associate Professor of Administration,
Supervision and Higher Education
B.A., University of Akron; M.A., Appalachian State University; Ed.D., University of Tennessee.
- Mary Agnes Rhudy (1973) Assistant Professor of Educational Media
B.S., M.A., Appalachian State University.
- Thomas C. Rhyne (1972) Assistant Professor of Chemistry
B.S., M.A., Appalachian State University; Ph.D., Virginia Polytechnic Institute.
- Robert Lee Richardson (1966) Professor of Mathematical Sciences
B.S., Castleton State College; M.S., University of Notre Dame; Ph.D., University of Florida. *Graduate Faculty.*
- Bruce Nicholas Richter (1973) Instructor in Human Resources
B.A., Louisiana State University; M.A., University of North Carolina at Chapel Hill.
- Mary Ann Carroll Richter (1973) Assistant Professor of Philosophy and Religion
B.A., Louisiana State University; M.A., Ph.D., University of North Carolina at Chapel Hill.
- Janice G. Riennerth (1973) Instructor in Sociology and Anthropology
B.A., Ohio University; B.S., M.A., Southern Illinois University.
- Jane Margaret Riner (1956) Associate Professor of Business Education and
Office Administration
B.S., M.A., Appalachian State University. *Graduate Faculty.*
- Virginia F. Ritter (1973) Associate Professor of Childhood Education
B.S., Morris Harvey College; M.A., Teachers College, Columbia University; Ph.D., Florida State University.
- Arthur J. Robarge (1973) Assistant Professor of Human Resources
B.A., Gettysburg College; M.A., Ph.D., University of Connecticut.
- James R. Roberts (1967) Assistant Professor of Secondary Education
A.B., East Carolina University; M.Mus.Ed., University of Illinois.
- Sandra Robertson (1969) Assistant Professor of Music
B.Mus., Oberlin Conservatory; M.Mus., Indiana University.
- Fred Turner Robinette, Jr. (1971) Instructor in Childhood Education and
Director of Alumni Affairs
B.S., M.A., Appalachian State University.
- David Thomas Robinson (1966) Professor of Counselor Education and Reading
B.S., M.S., Ed.D., University of Tennessee. *Graduate Faculty.*
- Kent Robinson (1956) Professor of Biology
B.S., M.A., Appalachian State University; Ph.D., Ohio State University. *Graduate Faculty.*
- Elmo Roesler (1971) Assistant Professor of Administration,
Supervision and Higher Education
A.B., Lake Forest College; M.A., University of Wyoming; Ph.D., University of Denver.
- Thomas Leo Rokoske (1964) Assistant Professor of Physics
B.S., Loyola University; M.S., Florida State University; Ph.D., Auburn University.
- Peter M. Rose (1973) Instructor in Speech
B.A., Eureka College; M.A., University of Arkansas.

- Carl Augustus Ross, Jr. (1968)..... Professor of History
A.B., Berry College; M.A., Ph.D., University of Georgia. *Graduate Faculty.*
- Charlotte T. Ross (1969)..... Instructor and Appalachian Room Librarian
B.S., University of Dubuque; M.S., Georgia Southern College.
- Celia Sue Roten (1966)..... Instructor in Home Economics
B.S., Appalachian State University; M.S., University of North Carolina at Greensboro.
- Wallace Daniel Rountree (1972)..... Associate Professor of Business Administration
B.A., Duke University; M.A., University of North Carolina at Greensboro; Ph.D., Louisiana State University. *Graduate Faculty.*
- Melvin Roy (1973)..... Associate Professor of Business Education and Office Administration
B.S., M.A., Kansas State Teachers College; Ph.D., University of Northern Colorado.
- Raymond S. Ruble (1970)..... Assistant Professor of Philosophy and Religion
B.A., M.A., Northern Illinois University; Ph.D., University of Wisconsin. *Graduate Faculty.*
- Robert Terry Sack (1972)..... Assistant Professor of Counselor Education and Reading
B.A., University of Michigan; M.A., Western Michigan University; Ph.D., Purdue University.
- W. Hoyt Safrit (1950)..... Assistant Professor of Music
B.S., M.A., Appalachian State University. *Graduate Faculty.*
- Paul Sanders (1962)..... Professor of Mathematical Sciences and Vice Chancellor for Academic Affairs
B.A., Southeastern State College; M.S., Ph.D., Oklahoma State University. *Graduate Faculty.*
- George Freeman Sasser (1972)..... Instructor in Secondary Education
A.B., University of North Carolina at Chapel Hill; M.Ed., University of South Carolina.
- Donald Bishop Saunders (1971)..... Instructor in History
A.B., Davidson College.
- Richard Joseph Schalk (1965)..... Assistant Professor of Mathematical Sciences
B.S., University of Maryland; M.A., University of Arkansas.
- Henry G. Schneider (1973)..... Assistant Professor of Psychology
B.A., St. Bonaventure University; M.A., Ph.D., West Virginia University.
- Eugene Paul Schweiger (1970)..... Assistant Professor of Music
B.Mus., Boston University; M.Mus., Hartt College of Music.
- Leighton R. Scott, Jr. (1973)..... Assistant Professor of History
B.A., Haverford; M.A., Pennsylvania State University; Ph.D., Cambridge University.
- Wayne M. Sheley (1972)..... Professor and Chairman of Music
B.S., Hartwick College; B.Mus., M.Mus., Yale School of Music; D.Mus.A., Eastman School of Music. *Graduate Faculty.*
- Zeb Vance Shook (1953)..... Assistant Professor and Acquisitions Librarian
B.S., M.A., Appalachian State University.
- Nathaniel Hawthorne Shope (1966)..... Professor of Administration, Supervision and Higher Education
A.B., Otterbein College; M.A., Ph.D., University of North Carolina at Chapel Hill.
- John W. Shore III (1972)..... Instructor in Political Science
B.S., East Tennessee State University; M.A., Appalachian State University.
- Robert Dale Simmons (1973)..... Instructor in History
B.S., M.S., Appalachian State University.
- Stephen Joseph Simon (1970)..... Assistant Professor of History
B.A., M.A., Xavier University; Ph.D., Loyola University of Chicago.
- Donald Woodfin Sink (1968)..... Professor of Chemistry and Secondary Education
A.B., Catawba College; Ph.D., University of South Carolina. *Graduate Faculty.*
- Joseph Grayson Sloop (1968)..... Assistant Professor of Industrial Arts and Technical Education
B.S., Western Carolina University; M.A., Appalachian State University. *Graduate Faculty.*
- Keener McNeal Smathers (1969)..... Assistant Professor of Secondary Education
B.A., Wofford College; M.A., Ed.D., Duke University.
- Charles David Smith (1968)..... Assistant Professor of Counselor Education and Reading and Registrar
B.A., William and Mary College; M.A., Appalachian State University.

- H. Max Smith (1969).....Professor of Music
B.Mus., University of Missouri; M.Mus., University of Oklahoma; S.M.D., Union Theological Seminary.
Graduate Faculty.
- James Reaves Smith (1968).....Assistant Professor of Mathematical Sciences
B.S., Ph.D., University of South Carolina. *Graduate Faculty.*
- Robert Earl Snead (1966).....Assistant Professor of Secondary Education and
Vice Chancellor for Development and Public Affairs
B.S., M.A., Appalachian State University.
- Walter Thomas Snipes (1964).....Professor and Chairman of Psychology
B.S., Oglethorpe University; M.Ed., Mercer University; Ed.D., University of Georgia. *Graduate Faculty.*
- Gwendolyn Jane Snyder (1969).....Instructor and Assistant Periodicals Librarian
B.S., M.A., Appalachian State University.
- Robert Walter Soeder (1967).....Professor of Chemistry
B.S., Ursinus College; M.S., Ph.D., University of Delaware. *Graduate Faculty.*
- Richard E. Sorensen (1972).....Associate Professor of Business Administration and
Dean of the College of Business
B.S.E.E., Polytechnic Institute of Brooklyn; M.B.A., Ph.D., New York University. *Graduate Faculty.*
- Charles Caudill Speer (1970).....Assistant Professor of Accounting and Finance
B.S., M.B.A., East Tennessee State University.
- William Gilbert Spencer (1951).....Professor of Music
B.Mus.Ed., Northwestern University; M.A., Ed.D., Teachers College, Columbia University.
- Jack L. St. Clair (1973).....Instructor in Human Resources
B.A., M.A., Appalachian State University.
- Starr Neely Stacy, Jr. (1935).....Professor of Mathematical Sciences
B.S., Appalachian State University; M.A., George Peabody College for Teachers. *Graduate Faculty.*
- Frank Richard Steckel (1962).....Professor and Chairman of
Industrial Arts and Technical Education
B.S., M.S., University of North Dakota. *Graduate Faculty.*
- Dan N. Stallings (1972).....Adjunct Assistant Professor of Administration,
Supervision and Higher Education
B.S., Appalachian State University; M.Ed., Ed.D., University of North Carolina at Chapel Hill.
- William Leroy Steinbrecher (1970).....Professor of Health, Physical Education and
Recreation
A.B., B.S., Valparaiso University; M.S., Indiana University; Ed.D., Florida State University. *Graduate Faculty.*
- H. Daniel Stillwell (1971).....Professor of Geography and Geology
B.S., M.F., Duke University; Ph.D., Michigan State University. *Graduate Faculty.*
- James William Stines (1968).....Associate Professor of Philosophy and Religion
B.A., Wake Forest University; B.D., Southern Baptist Theological Seminary; Ph.D., Duke University.
Graduate Faculty.
- Joyce Peterson Stines (1968).....Assistant Professor of Home Economics
B.S., University of Arkansas; M.Ed., University of North Carolina at Chapel Hill.
- Mabel Margaret Stoner (1971).....Associate Professor of Home Economics
B.S., West Virginia University; M.Ed., Pennsylvania State College.
- Benjamin Franklin Strickland (1962).....Professor of Counselor Education and
Reading and Assistant Dean of the Graduate School
B.S., Wake Forest University; M.Ed., Ed.D., University of North Carolina at Chapel Hill. *Graduate Faculty.*
- William Claudius Strickland (1966).....Professor of Philosophy and Religion and
Dean of the College of Arts and Sciences
A.B., John B. Stetson University; B.D., Th.D., Southern Baptist Theological Seminary. *Graduate Faculty.*
- Beauregard Stubblefield (1971).....Professor of Mathematical Sciences
B.S., M.A., Prairie View University; M.S., Ph.D., University of Michigan. *Graduate Faculty.*
- Marianne Stevens Suggs (1971).....Instructor in Art
B.S., Appalachian State University; M.A., Florida State University.

- Albert Benjamin Suttle, Jr. (1968) Instructor in Chemistry
B.S., United States Military Academy; M.S., University of North Carolina at Chapel Hill.
- Carl David Sutton (1970) Assistant Professor of Political Science
B.A., Manchester College; C.P., Ph.D., Indiana University. *Graduate Faculty.*
- Orus Richard Sutton (1956) Professor and Chairman of Business Education and Office Administration
B.S., Tennessee Technical University; M.A., Northwestern University; Ed.D., University of Tennessee. *Graduate Faculty.*
- Guy Timothy Swain (1972) Associate Professor of Administration, Supervision and Higher Education
B.S., High Point College; M.A., Appalachian State University; Ed.D., Duke University. *Graduate Faculty.*
- Thomas William Swem (1972) Assistant Professor of Human Resources
B.S., M.A., University of Denver; Ed.D., University of New Mexico. *Graduate Faculty.*
- Frank R. Terrant, Jr. (1972) Assistant Professor of Psychology
B.A., M.S., Ph.D., Ohio University.
- Margaret Joan Terry (1973) Associate Professor of Home Economics
B.A., M.Ed., East Texas State University; Ph.D., Texas Woman's University.
- Sam George Terry (1971) Associate Professor of English
B.A., Baylor University; Ph.D., Florida State University. *Graduate Faculty.*
- Roger Evan Thomas (1950) Professor of Health, Physical Education and Recreation
B.S., M.Ed., Springfield College. *Graduate Faculty.*
- Vera Ellen Ball Thomas (1964) Instructor in Health, Physical Education and Recreation
B.S., Carson-Newman College; M.S., University of Tennessee.
- Rebecca McCotter Tomlinson (1960) Assistant Professor of Health, Physical Education and Recreation
B.S., Appalachian State University; M.A., George Peabody College; Dir.P.E., Indiana University. *Graduate Faculty.*
- Richard H. Torovsky (1971) Assistant Professor of Military Science
B.S., The Citadel.
- John Eccles Trimpey (1968) Associate Professor of English
B.A., Ball State University; M.A., University of Arkansas; Ph.D., Ohio University. *Graduate Faculty.*
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